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ABSTRACT

This counselor's guide is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The main purpose of this is to help counselors work with women who are entering paid work after spending time as homemakers or volunteers. Materials in this guide, the accompanying Women's Workbook, and the employer's guide can also be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter discusses the rationale for recognizing homemaking and volunteer skills and explains the design of the model HAVE Skills program. The remainder of the guide is divided into 12 sections; each section outlines a HAVE Skills Counseling Program session. The sessions concentrate on identifying skills, reviewing experiences, matching skills to occupations, identifying job values and needs, exploring occupations, writing resumes, searching for jobs, and conducting a final wrap-up and evaluation. The appendices contain participant worksheets that are also found in the Women's Workbook along with other supplemental materials. A selected bibliography of career counseling materials for use with adult women is also included. (NRB)

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PROJECT HAVE SKILLS

A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills

COUNSELOR'S GUIDE

Ruth B. Ekstrom
Educational Testing Service
Princeton, New Jersey

1981

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- the women, counselors, employers, and personnel specialists who helped us by reviewing and field-testing these materials.

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Ruth B. Ekstrom
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S. Irene Smith

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INTRODUCTION

The main purpose of this guide is to help counselors who work with women who are entering or returning to paid work after spending a period of time as homemakers and volunteers. HAVE Skills stands for Homemaking And Volunteer Experience Skills.

This Counselor's Guide is designed to accompany the Project HAVE Skills Women's Workbook. The main purpose of these materials is to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. An employer's guide is also available. These materials were developed under a grant from the Women's Educational Equity Act Program. The HAVE Skills materials can also be used to help women currently in the labor force use their unpaid work skills in job changing or advancement.

This guide is not intended to cover all aspects of career counseling for adult women who are entering or returning to paid work. It is intended to be used by individuals experienced in working with re-entry women. If you are not experienced in counseling such women, we recommend that you obtain a copy of How Women Find Jobs: A Guide for Workshop Leaders that is available from Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (toll-free phone: 800/225-3088).

Why It Is Important to Recognize Women's Homemaking and Volunteer Work Skills. Most counselors are aware that improved recognition, by employers, of the skills that women learn in homemaking, community service, volunteer work, and other unpaid work would significantly improve the self-concept of adult women returning to the labor force. Fewer counselors are aware that failure to recognize women's experiential learning may be contrary to equal employment opportunity goals.

A leaflet on Equal Employment Opportunity for State and Local Governments, published by the United States Civil Service Commission, says:

> Many State and local governments do not permit consideration of volunteer or other unpaid work when they evaluate the experience of applicants for employment. This policy impacts adversely on minorities and women. Minorities and women have been excluded from jobs which might give the experience necessary to qualify for better jobs. In addition, women more than any other group of employees interrupt their careers for a period of time to assume the responsibilities of having children and raising them. Nevertheless they have engaged in productive volunteer activity from which they have developed knowledge and skills. This experience enhances their value as prospective employees and ought to be recognized.

A recent paper by Dr. Lorraine Eyde, of the Personnel Research and Development Center, U.S. Office of Personnel Management, points out that the use of traditional credentials, such as diplomas, to determine who should be hired or promoted frequently eliminates a large proportion of the members of some groups.

Legal review articles also support the elimination of credential requirements and their replacement with job related skills. For example, an article by White and Francis in Georgetown Law Review, states that "credential requirements are inherently discriminatory because minorities, women, and older workers have less time and money to spend on schooling than white males." They continue by noting that "credential requirements undervalue experience and overvalue educational achievement" and say that use of credential requirements means that job applicants must have acquired their knowledge and skills in a certain way.

Understanding the Re-Entry Woman's Paid Work Decisions. Both the decision to return to paid employment and the job choice are based on complex factors. These decisions are affected by the individual woman's current situation, her past experiences, and her psychological makeup. The woman's decisions are also affected by external factors over which she has no control, such as job opportunities at the time and place she begins her search and the extent to which sex role stereotypes affect these opportunities. A diagram, showing the many factors that go into women's paid work decisions and showing how these factors interact, is shown on the next page.

The first part of this diagram shows the situational factors which describe a woman currently. These include her age, race, health, marital status and other "givens" which, for the most part, cannot be changed by the woman or the counselor working with her. (Mobility, or ability to relocate to another city to find employment, is listed as a situational factor since most re-entry women are not able or willing to move to increase their employment possibilities.) These situational factors affect the work decisions directly (e.g., health may prohibit taking a job or certain kinds of jobs). The situational factors also interact with the experiential factors and with the psychological factors.

The next part of this diagram shows the experiential factors which describe the woman. These factors are central to the idea behind Project HAVE Skills: to consider all of the learning experiences in a woman's life, not only formal education and paid employment, when assessing her potential for re-entering paid employment. Thus, the experiential factors include nonschool learning and unpaid work, such as homemaking, volunteer work, and community service. The experiential factors also include sex role socialization (such as whether or not the woman was taught by her parents that certain kinds of jobs were inappropriate for women) and informed learning from role models (such as a working mother). One of the major goals of Project HAVE Skills is to help women be aware of all aspects of their life experience learning and to understand how this experience relates to their work choices. As the diagram shows, experience can directly affect the work choice. It also affects the situational factors (e.g., limited education may result in lower income) and the psychological factors (e.g., sex role socialization may have affected self-concept).

The next part of the diagram shows the psychological factors affecting women's work decisions. These include attitudes, expectations, interests, self-concept, and work values. These psychological factors are affected by both the situational and experiential factors. The counselor may find that by improving a woman's understanding of the extent and job-relevance of her experience, some of these psychological factors will be modified and the woman's job opportunities increased.

Societal factors, shown in the fourth part of the diagram, may have affected the woman's experience and her psychological makeup. These societal factors include the attitudes of others, mass media influences, sex discrimination and sex role stereotyping. When a woman finds that many of her friends and a large portion of society believe that "a woman's place is in the home," she may feel that it is "wrong" to seek employment.

The final part of the diagram shows the opportunity factors affecting a woman's work choice. These include the types of jobs available in her area, the supply and demand for workers in these jobs, and the chance element that enters into so many job decisions. It is important that every job counseling program for re-entry women have accurate and appropriate information about local job opportunities. Your state employment offices and your state occupational information coordinating committee can help you with this. The publication Occupations in Demand at Job Service Offices provides monthly information about jobs seeking workers.

Every program working with re-entry women must deal with all five of the factors shown in this diagram if it is to be successful in helping women make good work choices.

A Model HAVE Skills Program. The diagram on page 6 shows how a model HAVE Skills Program for Re-Entry Women might be designed.

There is initial screening at the intake or registration stage. This allows the counselor to direct women who would be more appropriately served by other types of help to other agencies or services. It also allows the counselor to arrange for additional supportive services, for women who may need them, concurrent with the HAVE Skills counseling program.

The counseling program itself is designed around the 12 sessions outlined in this guide. Some programs may wish to add other sessions, such as role model speakers or work site visits.

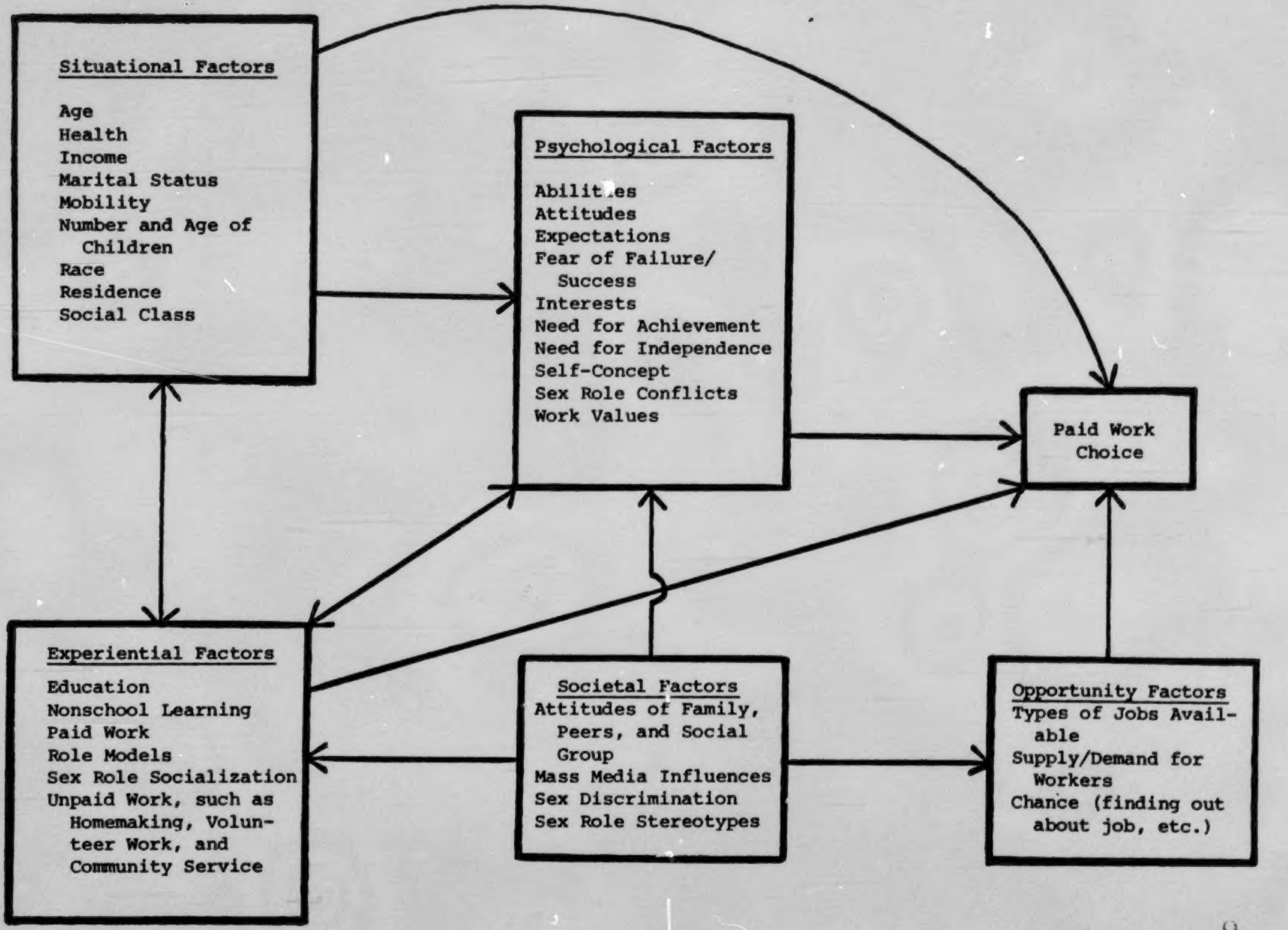
Depending on the needs and interests of the program participants, counselors may want to design or hold specific skill training courses after or in conjunction with the HAVE Skills counseling sessions. We know of one program in New Jersey which teaches a basic electronics course providing the participants with the knowledge and skills necessary to pass the screening test for entrance into a company-sponsored training program for business machine repairers. A counseling center in Maryland runs a small fleet of vans and uses their maintenance as a way to teach automobile mechanics to re-entry women.

Another way in which counselors can help the participants acquire skills needed to re-enter the work force is through internships. Three of the more successful internship programs for re-entry women are: Project Re-Entry in Boston, Massachusetts; the Women's Management Development Project at Goucher College, Towson, Maryland; and Creative Alternatives for Women, Jenkintown, Pennsylvania. A book which describes a variety of such programs is Internship Programs for Women, available from the National Society for Internships and Experiential Education, 1735 Eye Street, NW., Washington, DC 20006, $3.00.

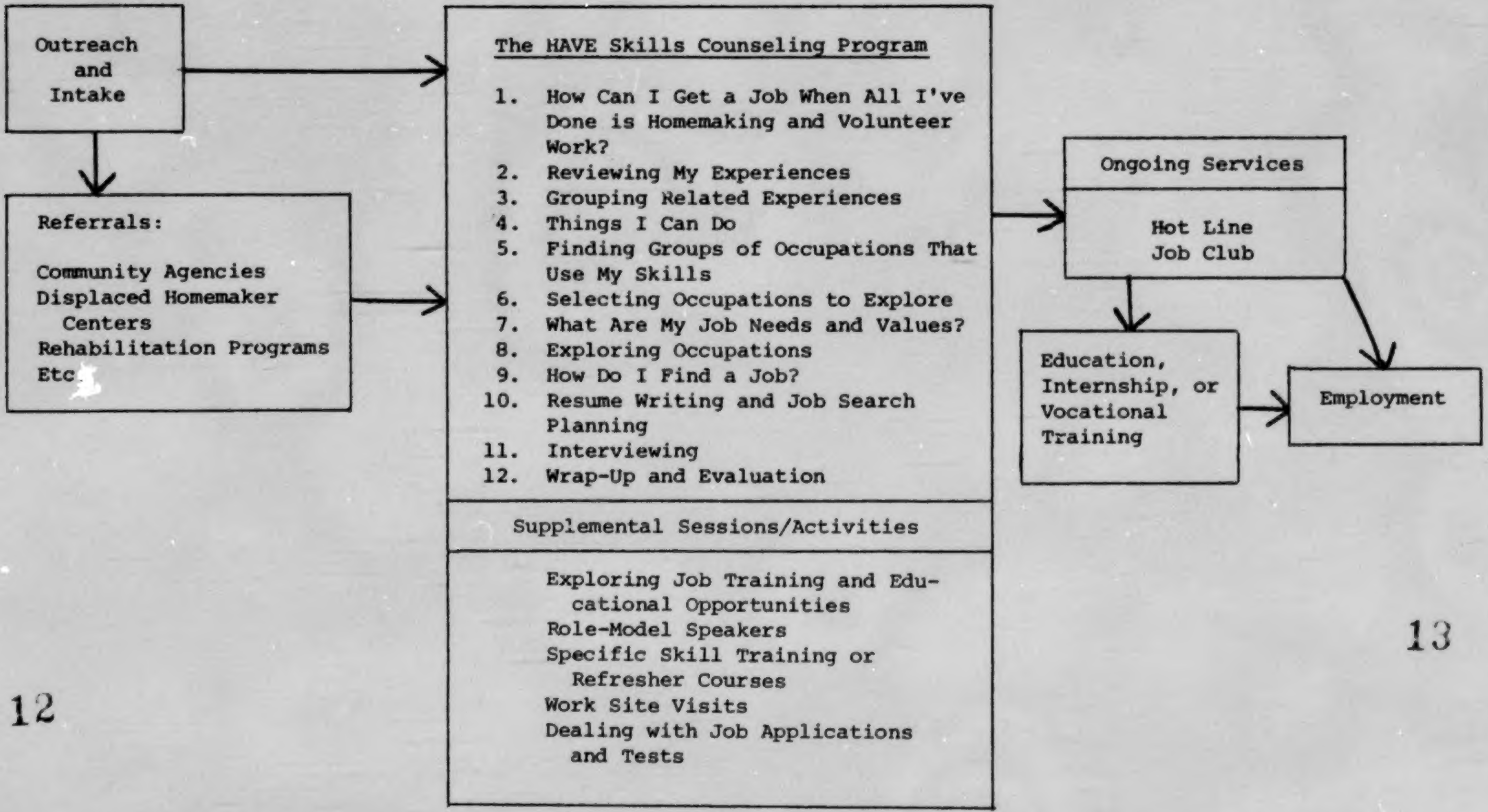
We are not recommending job development work be done by counselors. One purpose of the HAVE Skills program, or any job counseling program, is to give the participants the skills they need to develop their own jobs, both now and in the future. Counselors should try to establish and maintain good relationships with employers in their areas as part of collecting information about the local labor market, arranging for site visits to work places, obtaining speakers from local businesses, etc. Job openings information from employers flows spontaneously in conjunction with such activities.

One counseling center in Kansas has developed a job information form for local businesses. Each business was interviewed by program participants to obtain a description of the nature of their work, the kinds and number of jobs available, salary range, etc. This information is filed at the center and updated annually. Collecting and updating this information gives the participants experience similar to an information interview. The idea has been well received by the local businesses because they are now not being asked by many individuals throughout the year for the same kind of job information.

Model of the Factors Involved in Adult Women's Paid Work Choices


Situational Factors
Age
Health
Income
Marital Status
Mobility
Number and Age of Children
Race
Residence
Social Class
Psychological Factors
Abilities
Attitudes
Expectations
Fear of Failure/ Success
Interests
Need for Achievement
Need for Independence
Self-Concept
Sex Role Conflicts
Work Values
Paid Work Choice
Experiential Factors
Education
Nonschool Learning
Paid Work
Role Models
Sex Role Socialization
Unpaid Work, such as Homemaking, Volunteer Work, and Community Service
Societal Factors
Attitudes of Family, Peers, and Social Group
Mass Media Influences
Sex Discrimination
Sex Role Stereotypes
Opportunity Factors
Types of Jobs Available
Supply/Demand for Workers
Chance (finding out about job, etc.)

A Model HAVE Skills Program for Re-Entry Women


Outreach and Intake
Referrals:
Community Agencies
Displaced Homemaker Centers
Rehabilitation Programs
Etc.
The HAVE Skills Counseling Program
1. How Can I Get a Job When All I've Done is Homemaking and Volunteer Work?
2. Reviewing My Experiences
3. Grouping Related Experiences
4. Things I Can Do
5. Finding Groups of Occupations That Use My Skills
6. Selecting Occupations to Explore
7. What Are My Job Needs and Values?
8. Exploring Occupations
9. How Do I Find a Job?
10. Resume Writing and Job Search Planning
11. Interviewing
12. Wrap-Up and Evaluation
Supplemental Sessions/Activities
Exploring Job Training and Educational Opportunities
Role-Model Speakers
Specific Skill Training or Refresher Courses
Work Site Visits
Dealing with Job Applications and Tests
Ongoing Services
Hot Line
Job Club
Education, Internship, or Vocational Training
Employment

After the counseling program, we suggest a program of ongoing services. One of these might be a Job Club. In such a club the members of the counseling group meet each week to report on their job hunting activities and to share job leads with the other members. Such clubs help to keep the participants actively working on job finding and provide general peer-group support. Information on job openings which has been obtained by the counselor or the participants should be posted on a bulletin board. The purpose of the hot line is to enable the Job Club members to phone with questions, such as "Are there any new job postings?" or "Can someone go over my resume with me to see if I've featured the right things for this new job lead?"

You may wish to work with community groups and volunteer organizations in your area to encourage them to provide better descriptions of the work performed by volunteers and to provide reference forms which their volunteers can take to employers. A brochure with forms for this purpose has been developed and distributed by the California Office for Citizen Initiative and Voluntary Action in cooperation with other groups and businesses. Copies of these forms are given on pages 10 and 11. For more information about how volunteer organizations and businesses can cooperate, write to Volunteer: National Center for Citizen Involvement, P.O. Box 4179, Boulder, Colorado 80306.

Group Leadership Skills. Here are some suggestions for leading a counseling or employment training group which were prepared by the staff at Glassboro (New Jersey) State College.

GROUP LEADERSHIP SKILLS

LISTEN ACTIVELY

1. Look interested and maintain eye contact with the person who is speaking. Smile, nod and use gestures appropriately.

2. Concentrate on what the speaker is saying, not on what you are going to say next.

3. Avoid unnecessary interruptions. Give the speaker a chance to talk it out.

4. Do not be afraid of brief silences. The speaker may need time to think a little before s/he continues.

INCLUDE ALL GROUP MEMBERS

1. Be aware of other member's reactions. Some may be eager to react to the discussion but may show some hesitation. When an opportunity arises, without cutting someone else off, you may ask the hesitant member, "Mary, would you like to share something with the group?"

2. On the other hand, some may want to dominate the discussion and may need to be encouraged to let everyone have a chance to speak.

3. Always give group members a chance to pass on an activity. No one should be forced to participate. But be aware of isolates, those who seldom participate in activities and discussions, and attempt to include them by occasionally inviting them to take part. If they are not ready, do not be too insistent but continue to let them know that you are aware of their presence and that you would like them to become more active. When they do speak, make some encouraging statement like, "Thanks, Mary, for sharing that with us" or "That sounds like a wonderful experience," etc.

4. Use group members' names as often as possible to give them a feeling of recognition and belonging.

ENCOURAGE RECOGNITION OF FEELINGS

1. Observe the feelings being expressed by speakers as well as the content of their communication.

2. Acknowledge your awareness of group members' feelings in your comments. For example, after someone has spoken, you might say, "You really looked angry when you said that." If you have correctly interpreted the feeling, the group member might confirm your statement by responding, "I sure was mad and really lost my cool."

3. Reinforce feelings of success and achievement whenever possible.

4. Every group participant, including the leader(s), has a right to their own opinions and should be encouraged to share them with the group. They should, however, be identified as opinion. For example, one might say, "Some of you may not agree with me, but I feel this way...." Be sure to distinguish between opinions and facts.

5. Avoid judgmental interpretations such as "You're too lazy to make anything out of yourself." Encourage group members to concentrate on helping others in the group to feel better about themselves and not worse.

6. When the group is not moving along, be honest and say, "I wonder why we seem to be having trouble with this exercise," etc. Encourage honest discussion about how group members feel at the moment. Be ready to respond to feelings of group members with regard to suggested changes in the agenda, etc.

RESPOND TO GROUP PROGRESS

1. Summarize goals and objectives regularly. Help group members to establish their own goals and to discuss how successful they feel the group has been thus far in achieving its purpose. Try to keep the group moving toward the achievement of specific goals which are preferably related to the project's overall purpose.

2. Ask for clarification of group members' comments, if you are not sure of their meaning, by attempting to paraphrase or repeat a statement in your own words. For example, "Betty, correct me if I'm wrong, but

I think I hear you saying you didn't like being an only child because you never could enjoy being close to other kids in your own home, and that you felt pretty isolated at times. Is that correct?"

3. Draw connections between similarities of what group members are saying to help them realize that they do share ideas and experiences in common with their peer group and that some of their ideas and experiences are not so strange and unique as they may have thought. This will encourage a sense of self-acceptance and belonging. For example, you might say, "Jane shared her feeling about quitting school because she wasn't getting much out of the experience. Mary said that she was often tempted to quit school but that her mother wouldn't let her. Joan said that she wanted to finish school in order to get a better job later on, but she wasn't sure she could make it. All of you are expressing a common concern about what role school is really going to play in your lives."

Plan of This Guide. This guide is divided into sections. Each section outlines a HAVE Skills Counseling Program session. The sessions are: (1) How Can I Get a Job When All I've Done Is Homemaking and Volunteer Work? (2) Reviewing My Experiences, (3) Grouping Related Experiences, (4) Things I Can Do, (5) Finding Groups of Occupations That Use My Skills, (6) Selecting Occupations to Explore, (7) What Are My Job Needs and Values? (8) Exploring Occupations (this can be expanded into more than one session), (9) How Do I Find a Job? (10) Resume Writing and Job Search Planning, (11) Interviewing, and (12) Wrap-Up and Evaluation. Most of these sessions have homework assignments using the work sheets in the Women's Workbook. Copies of these work sheets are included in Appendix A of this guide. Copies of the "I Can" lists from the Women's Workbook are given in Appendix B. The Work Group Descriptions are in Appendix C. The HAVE Skills Work Groups Chart and Table appear in Appendix D. The HAVE Skills Job Exploration Table is in Appendix E. A table relating the D.O.T. Groups to the "I Can" lists is in Appendix F.

The material in this guide can be used, if desired, without the Women's Workbook by making photocopies of the Work Sheets and the Appendices.

JOB DESCRIPTION FORM

Title of Position: ______________________________ Date: __________

Department/Location: ______________________________

Reports to (title and name): ______________________________

General Nature, Scope, and Purpose of the Position:

Duties and Responsibilities (list in order of importance):

Supervisory Responsibilities (how many, job titles, type of supervision given):

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VOLUNTEER WORK EXPERIENCE
REFERENCE FORM

Agency/Organization Served

Name: ____________________

Address: ____________________

Telephone: ____________________

Volunteer

Name: ____________________

Address: ____________________

Telephone: ____________________

Volunteer Job Title: ____________________

Description of skills, knowledge and abilities to perform duties and responsibilities of the job (include equipment and tools used):

____

____

____

____

Number and type of workers supervised: ____________________

____

Dates of service in this volunteer job: From: __________ to: __________

Length of service in this volunteer job: __________ years

__________ months

__________ weeks

Actual hours served in this job: __________ per day __________ per week

__________ per month __________ total hours

Signature of Volunteer Worker: ____________________

Signature of Volunteer Services Supervisor: ____________________

Name: ____________________

Title: ____________________

Telephone: ____________________ Date: __________

(Note to Volunteer Worker: This certification is your record of your volunteer experience. It should be retained, as you might wish verification for a future job reference.)

SESSION 1

HOW CAN I GET A JOB WHEN ALL I'VE DONE IS HOMEMAKING AND VOLUNTEER WORK?

OBJECTIVES: The participants will become aware of the common concerns of other women returning to work; the participants will be more aware of how beliefs about women's roles may affect their job choices.

INSTRUCTIONAL TECHNIQUES: Lecture, Group Discussion.

MATERIALS: Project HAVE Skills Survey, pencils.
Flip chart and crayon/marking pen or blackboard and chalk.

ACTIVITIES:

A. Introductions

Purpose: To have the participants become acquainted and to feel at ease with each other.

1. The leader should stand at the door and greet each participant as she comes into the room. Introduce yourself and welcome the woman by name. For example, you might say:

   "Hello, I'm ________________________. I'll be leading these sessions for women entering or returning to work." (Let the woman volunteer her name. If she does not, probe by asking, "And you are __________?") Shake hands if you wish and say "woman's name, I'm happy to have you here" (or something similar).

2. When the entire group has assembled, ask the participants to introduce themselves and give a short statement of how they feel as they begin this course, i.e., "I am excited," "I am hopeful but wary," "I am enthusiastic." The leader should begin this by reintroducing herself/himself and making her/his statement.

3. Explanation of program. The leader should explain the purpose of the program. A schedule of meetings should be provided with a brief description of the content of each meeting. Introduce the Project HAVE Skills Women's Workbook at this time if you will be using it. However, you should not distribute the Project HAVE Skills Women's Workbook until the end of this session.

4. Getting acquainted. Use one or more of the following exercises to help the women become acquainted with each other:

a. "I'd Like You to Meet My Friend"

Have the women pair off. Give each woman 3 to 5 minutes to talk to her partner. (You may want to use a kitchen timer to control the time.) After each pair has gotten acquainted, have the group reassemble. Ask each woman to introduce her new friend and tell the others three interesting things about her.

b. "Who Are You?" (Best used with women who are at ease with written materials.)

Give each woman a piece of paper and a pencil. Ask her to write down ten different things that she might say in answer to the question, "Who Are You?" Have each woman read her first three answers. (Note that most women will answer in terms of their roles, e.g., I am a housewife, I am a widow, I am a mother, etc.)

c. Count Off

(First count the group silently to yourself. You want to create several small groups of similar or equal size.) Then count off by threes, fives or whatever other number will work best. Have all the "ones" regroup in one area, all the "twos" in another, etc. After they have assembled in these groups, ask each woman to introduce herself to the others in her group.

B. Sharing Hopes and Worries

Purpose: This session is to help women realize that others have many of the same hopes and worries which they have. It will also help women to see how some beliefs about women's roles may limit their job opportunities.

1. Distribute the Project HAVE Skills Survey (see Appendix A for a copy of this survey) and a pencil to each woman. Have the group complete the first three questions (Page 1) only. (Allow 5 minutes.) Using the flip chart or blackboard, ask each woman to tell what job she expects to get (Question 1). Next ask each woman to tell her "dream job" (Question 2). List these jobs in a separate column or on a different sheet of paper. Ask the women why these lists are different. In some groups women will have poor self-concepts and low expectations. In other groups expectations may be unrealistically high. Discuss possible solutions. (Allow 10 minutes.)

2. Next ask for a show of hands for each of the three possible responses to Question 3. Record these numbers on the blackboard or flip chart. Discuss why women often feel they have few skills and will have trouble finding a job. (Allow 10 minutes.) At the end of this discussion be sure to mention that the next two sessions of the program will help them learn about their own skills.

3. Now ask the women to complete the remainder of the Project HAVE Skills Survey (Questions 4 and 5 on pages 2-4; allow 10 minutes).

Introduce this exercise by saying: "People have different views about the kinds of things that women should do. The questions on pages 79 and 80 are to help me learn more about what you think. There is no one 'right' answer to these questions. You should check the answer that agrees with your own values and beliefs, not what you think someone else might want you to answer. Question 4 lists ten statements. For each, check if you agree or disagree with the statement. Question 5 lists over 40 different jobs. For each job, check if you think it can be done by women like you (point to first column) or if it cannot or should not be done by women like you (point to second column). Some of these jobs are ones you have heard of; some may be jobs that you have never heard of before. If you do not know what a job is, check this in the last column (point to column)."

After these questions have been completed, ask for a show of hands for responses about each job in Question 5. Call attention to the number of jobs eliminated because some people think that women cannot or should not do them. Provide information about the number of women going into nontraditional jobs. (You may also want to use these results in Session 7, What Are My Job Needs and Values?)

HOMEWORK

If you will be using the Project HAVE Skills Women's Workbook, distribute it now and ask the women to read Chapters 1 and 2 as their homework.

SESSION 2

REVIEWING MY EXPERIENCES

OBJECTIVES: To help women recognize that they have had a wide variety of experiences; to help women recognize that homemaking, community service, volunteer work, and similar activities have been valuable learning experiences.

At the end of this session, the participant should be able to list her homemaking, volunteer work, and other life experiences in which she has learned new skills.

INSTRUCTIONAL TECHNIQUES: Group discussion with completion of Work Sheet #1 as homework.

MATERIALS: Flip chart and marking pen/crayon.

Begin the session by reminding the group of how they felt in the last session when they talked about their skills and job expectations. Tell them that this session will help them see that they have many more skills than they realized. Many re-entry women will tell counselors that they have "done nothing." This activity will improve self-concepts in such women.

ACTIVITY: Developing a List of Life Experiences

1. Purpose of the activity

   The purpose of this activity is to develop a list of the life experiences which women have, especially their homemaking, volunteer work, community service and other unpaid work.

   Begin by saying:

   "Today I want to talk with you about the many things you have done in your life. We will make a list of these things. Later we will go back over this list and talk about the skills you have learned while doing these things."

2. Review of experiences

   Choose one person for an example (someone in the group who enjoys talking and being the center of attention). Ask the others to add items from their experiences.

   a. "What kinds of things do you do in a typical day?" (List on flip chart.)

   b. "What about other things you do less often--once a week or once a month?"

   c. "Now think back to last year. Are there things that you did then that you no longer do? What are they?" (List on flip chart.)

d. "Now, how about before that? Were there different things that you did when your children were younger or when you lived somewhere else? What were they?" (List on flip chart.)

e. "Have we covered everything? What about school? What kinds of courses have you taken?" (List on flip chart.) "And what about paid work? What kinds of paid jobs have you done?" (List on flip chart.)

3. Analysis of experiences for scope and type

"Now, let's look over this list. Have we listed everything that is important? Do other people in this group have different experiences?"

a. "Are there any other Homemaking activities that we should list?"

Probe, as necessary, for:

Cooking
Cleaning
Home financial management and budgeting
Home maintenance and repair
Home decorating
Locating and utilizing neighborhood and community services
Caring for aged, ill, or handicapped adults
Shopping
Providing transportation

b. "Are there any other Parenting activities that we should list?"

Probe, as necessary, for:

Care of physically handicapped child
Care of mentally retarded child
Care of emotionally disturbed child
Care of infant
Care of preschoolers
Care of school-age child
Care of adolescent child

c. "Are there any other kinds of Volunteer Work that we should list?"

Probe, as necessary, for:

Holding office; serving on board
Managing money; serving as treasurer
Managing people; selecting, assigning, and monitoring work
Raising money
Handling publicity
Arranging for programs, speakers, etc.
Helping others obtain their rights

Developing agenda or goals for the group
Trying to create social change; lobbying
Counseling those who have problems
Teaching, tutoring, or training others (adults)
Selling things; running a sale, shop, or service for pay
Doing clerical or secretarial work
Providing health care assistance
Writing a newsletter
Researching
Recreation
Providing adult guidance for children (Girl Scouts, Head Start)
Membership recruiting
Serving on advisory councils for community services, organizations, or agencies

d. "Are there any other kinds of Hobbies and Recreation that we should list?"

Probe, as necessary, for:

Sports
Arts and crafts, painting, ceramics, sculpture
Cooking
Needlework, such as knitting, crocheting, and sewing
Games, cards, puzzles
Gardening, plant care, flower arranging
Designing and building home improvements
Photography
Building and constructing things (e.g., toys, stereo from kit, intercom, etc.)
Travel
Reading
Watching television
Listening to radio, stereo, etc.
Going to movies

e. "Are there any other kinds of Courses or Educational Programs that we should list?"

Probe, as necessary, for both credit and noncredit:

High school
Continuing education (noncredit courses)
4-year college
Junior or community college
Vocational, technical school
Business, secretarial school
Adult school
Correspondence or extension course
Other short-term courses or training programs
Job training program
Volunteer work training course/program
Instruction in art, music, and hobbies

f. "Are there any kinds of Paid Work that others have done that we haven't listed?"

Probe, as necessary, for:

- Industrial production (such as in a machine shop, in a printing plant, or on an assembly or production line)
- Office work (such as clerk, receptionist, or secretary, computer programmer, bank teller, insurance worker, administrator)
- Service work (such as a cook or waitress, beautician, household worker, guard, or police officer)
- Education (such as a teacher or a teacher's aide, librarian, or library aide)
- Sales (such as selling door-to-door, in a shop or department store, modeling, real estate agent, travel agent)
- Construction work (such as a builder, carpenter, mason, electrician, paperhanger, plumber, or roofer)
- Transportation work (such as an airline flight attendant, ticket agent, railroad conductor, or truck driver)
- Scientific and technical work (such as an engineer, drafter, physical or biological scientist, statistician, or science technician)
- Mechanic or Repairer (such as telephone repair, business machine repair, TV and radio repair, or locksmith)
- Health work (such as a dental assistant, medical technician, or laboratory worker, nurse or nurse's aide, occupational or physical therapist, or medical record administrator)
- Social Science work (such as an economist, geographer, historian, political scientist, or psychologist)
- Social Service work (such as counseling, homemaker or home health aide, park or recreation worker, social worker or social service aide)
- Art, Design, and Communications (such as artist, musician, dancer, designer, florist, radio or TV announcer)

Be sure that the group lists any part-time work. Be sure that work prior to marriage and while in high school is included. If necessary, go back over the entire list. Condense similar items, as appropriate.

HOMEWORK

Ask the participants to complete Work Sheet #1. If you have a group for whom writing autobiographic material may be a problem, you may wish to use this modified homework assignment task instead.

Give the participants the lists of homemaking activities (page 9 in the Women's Workbook) and volunteer work experiences (pages 10 to 13 in the Women's Workbook). They should then put a check (✓) beside each thing they have done and put a star (*) beside those things that they feel they did well, that they especially enjoyed, and/or that they would like to do in paid employment. The experiences, with both a check and a star, should be listed on a blank sheet of paper and used instead of Work Sheet #1.

If you are using the Women's Workbook, ask the participants to read pages 9 to 20 of Chapter 3.

SESSION 3

GROUPING RELATED EXPERIENCES

OBJECTIVES: To help women understand that their experiences have involved similar functional skills; to enable women to identify experiences in which they used related skills.

At the end of this session, the participant should be able to group her experiences into related activities and to describe her experiences in terms of functional skills.

INSTRUCTIONAL TECHNIQUES: Group discussion with completion of Work Sheet #2 as homework.

MATERIALS: Flip chart and marking pen/crayon.
If you are not using the Women's Workbook, enough pencils and copies of Work Sheet #2 for all participants.

The experience lists developed in Session 2 should be displayed where they can be read.

A list of functional skills, such as those below from page 21 of the Women's Workbook should also be displayed. (See page 25 of this guide for a copy of this list.)

ACTIVITY 1: Reviewing Life Experiences

1. Purpose of this activity

   This activity is to remind the participants of the experiences they discussed in Session 2. This review is necessary to prepare them for the main activity, grouping related experiences.

2. Begin by calling attention to the experience lists from the last session. Ask for one or two volunteers to read their experiences from Work Sheet #1, which they did as homework. Tell the group to list, as these are read, other new experiences that should be added to these lists. After the volunteer(s) has finished, add any new experiences to the list. Then ask the other members of the group if they listed any experiences on their work sheet which need to be added to these lists. Make any additions that are necessary.

ACTIVITY 2: Grouping Related Experiences

1. Purpose of this activity

   The purpose of this activity is to help women group their experiences into related activities which involved learning or using similar skills and to describe their experiences in terms of functional skills.

Most adult women tend to describe their volunteer work and community service experiences by naming the organizations or groups they have worked with. This often creates problems when they seek employment. The employer may not know the volunteer organization and the kind of work that it does. Or the employer may make an incorrect inference about what the woman has done. For example, if a woman says "I've done a lot of work for the hospital," the employer may have the image of her as a nurse's aide. There is a wide range of other volunteer functions in hospitals: operating a bookmobile for patients, arranging flowers, assisting in the pharmacy, providing counseling under the supervision of a chaplain or psychiatrist, teaching crafts or games, providing emergency medical treatment, fund raising, photographing infants, greeting and directing visitors, and operating a gift shop--to name just a few. This activity will teach the participant to describe their experiences in a functional way. Remind the participants of this exercise when they begin to prepare functional resumes.

As most counselors know, Sidney Fine has developed a theory of three kinds of work-content skills. These are: (1) functional skills, rooted in aptitudes and refined by education or experience, which can be transferred from one kind of work to another; (2) specific-content skills, related to a particular job and learned through education or job experience; and (3) self-management skills, rooted in temperament, which determine individuals' adaptability to work environment and which affect their job values. We believe that women's homemaking and volunteer work experiences provide the opportunity for learning many functional skills and a few specific-content skills. In this activity we are dealing primarily with functional skills. The next session will help the participants to identify specific-content skills.

A LIST OF REPRESENTATIVE FUNCTIONAL SKILLS

Administering
Advising
Advocating
Animal Care
Arts and Crafts
Building
Buying
Child Care
Communicating
Compiling
Computing
Constructing
Cooking
Coordinating
Counseling
Creating
Decorating
Delegating
Demonstrating
Designing
Developing
Directing
Evaluating
Financial Management
Fund Raising
Growing
Instructing
Interpreting
Investigating
Leading
Maintaining
Making
Managing
Negotiating
Nursing
Ordering
Organizing
Performing
Planning
Publicizing
Purchasing
Referring
Repairing
Researching
Scheduling
Selling
Supervising
Surveying
Teaching
Training
Writing

2. Begin by saying: "Now we are ready to go back over our list of experiences. We want to put these experiences into groups that are related because they involve similar skills. For example, you may have coped with the family budget, done bookkeeping and tax returns for the hospital gift shop, served as treasurer of your Parent-Teacher Organization, and maintained sales records for the Girl Scout cookie sale. These activities all involve skill in financial management.

"When we group your activities, we want to think about what you did, not the organization or place where you did the work. For example, you might also have written a newspaper article about the Girl Scout cookie sale and edited a newsletter for the Parent-Teacher Organization. Both of these activities involve communication skills. They should be grouped together; they should not be included with your financial skills." If necessary, add, "You should not group experiences as 'things I did for the Girl Scouts' or 'things I did for the hospital'."

Point to the list and say: "Here is a list of some of the titles that other women have used."

Write Administration/Management on the flip chart or blackboard. Then say: "Which of the experiences you have told me about today involve Administration or Management?"

(Probe as necessary, to elicit home management, holding office in a volunteer or community organization, leading youth groups, etc.)

List the experiences under the title.

Repeat for the other groups on the list as time allows.

HOMEWORK

End the session by telling the women that each of them will now make their own, personal list of experiences and groups of related experiences. Tell them to complete Work Sheet #2. If you are using the Women's Workbook, ask the women to read pages 21 to 24 of Chapter 3.

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SESSION 4

THINGS I CAN DO

OBJECTIVE: To help women identify the skills they have learned from homemaking, volunteer work, community service, and other life experiences.

INSTRUCTIONAL TECHNIQUE: Group discussion with the completion of Work Sheet #3 as homework.

MATERIALS: Copies of Work Sheet #2 for review.
Flip chart and marking pen or blackboard and chalk.
If you are not using the Women's Workbook, enough copies of the "I Can" lists and Work Sheet #3 for all participants.

The table on the next page gives examples to help counselors relate the functional skills listed on page 21 of the Women's Workbook to the "I Can" lists.

ACTIVITIES:

1. Introduction of the Project HAVE Skills "I Can" Lists

   Be sure that each participant has a copy of the Women's Workbook or a set of the "I Can" lists. Then say: "Today we are going to use the 'I Can' lists. These are lists of some of the skills that other women, like you, learned through homemaking, volunteer work, community service, and other experiences. Remember that last time we talked about your experiences and then grouped together those experiences which used the same skill." If you are using the Women's Workbook, say, "Now turn to Appendix A of the Women's Workbook. Here are the titles of the 'I Can' lists." Call attention to the fact that some of the "I Can" lists have titles similar to the groups which were made in the last session.

2. Identifying Relevant "I Can" Lists

   Purpose: To assist the women in selecting the "I Can" lists most relevant to their experiences.

   Begin by having the women turn to Work Sheet #2 in their workbook.

   Say: "I am going to read the name of each of the 'I Can' lists. If you have a group on your work sheet with this name, or a similar name, raise your hand." Start with Administrator/Manager. Count the hands. Record the name of the "I Can" list and the number of women with this group on the flip chart or blackboard. Continue until all lists have been tallied.

   Then ask: "Do you have any other groups on your work sheet which we do not have on this list?" Elicit responses and determine if these groups are similar to one of the "I Can" lists (e.g., Supervision is similar to Administrator/Manager; Writing is included in the Public

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Relating Functional Skills to the "I Can" Lists

Functional Skill	"I Can" List(s)
Administering	Administrator/Manager
Advising	Community Resources Specialist; Counselor; Human Resources Manager
Advocating	Advocate/Change Agent; Civil/Legal Rights Specialist
Animal Care	Animal Care Specialist
Arts and Crafts	Artist/Craftsperson
Building	Home Maintenance Technician
Buying	Consumer Economics Specialist; Sales Worker
Child Care	Child Care Specialist
Communicating	Community Resources Specialist; Museum Assistant; Public Relations/Communications; Teacher/Trainer; Transportation Specialist
Compiling	Library Assistant; Problem Analyst/Researcher
Computing	Consumer Economics Specialist; Financial Manager; Fund Raiser; Problem Surveyor/Researcher; Sales Worker
Constructing	Home Maintenance Technician
Cooking	Cook/Nutritionist
Coordinating	Administrator/Manager
Counseling	Counselor; Human Resources Manager
Creating	Artist/Craftsperson; Clothing and Textile Specialist; Home Planner and Designer; Horticulturist/Floral Designer; Performing Arts Specialist
Decorating	Artist/Craftsperson; Home Planner and Designer
Delegating	Administrator/Manager

Relating Functional Skills to the "I Can" Lists
(continued)

Functional Skill	"I Can" List(s)
Demonstrating	Group Leader; Museum Assistant; Recreation Worker; Sales Worker; Teacher/Trainer
Designing	Artist/Craftsperson; Clothing and Textile Specialist; Home Planner and Designer; Horticulturist/Floral Designer
Developing	Administrator/Manager; Child Care Specialist; Counselor; Fund Raiser; Group Leader; Human Resources Manager
Directing	Administrator/Manager; Community Resources Specialist; Group Leader
Evaluating	Problem Analyst/Researcher
Financial Management	Financial Manager
Fund Raising	Fund Raiser
Growing	Animal Care Specialist; Horticulturist/Floral Designer
Instructing	Museum Assistant; Teacher/Trainer
Interpreting	Advocate/Change Agent; Counselor
Investigating	Problem Analyst/Researcher
Leading	Group Leader
Maintaining	Home Maintenance Technician
Making	Artist/Craftsperson; Clothing and Textile Specialist; Cook/Nutritionist; Home Planner and Designer; Horticulturist/Floral Designer
Managing	Administrator/Manager; Financial Manager; Human Resources Manager
Negotiating	Advocate/Change Agent; Civil/Legal Rights Specialist; Community Resources Specialist; Counselor; Human Resources Manager; Public Relations/Communications Specialist
Nursing	Health Care Specialist

Relating Functional Skills to the "I Can" Lists (continued)

Functional Skill	"I Can" List(s)
Ordering	Consumer Economics Specialist; Sales Worker
Organizing	Administrator/Manager; Advocate/Change Agent; Fund Raiser; Home Planner and Designer
Performing	Performing Arts Specialist
Planning	Administrator/Manager; Financial Manager; Fund Raiser; Human Resources Manager
Publicizing	Public Relations/Communications
Purchasing	Consumer Economics Specialist; Sales Worker
Referring	Community Resources Specialist
Repairing	Home Maintenance Technician; Transportation Specialist
Researching	Problem Analyst/Researcher
Scheduling	Administrator/Manager; Fund Raiser; Transportation Specialist
Selling	Fund Raiser; Public Relations/Communications; Sales Worker
Supervising	Administrator/Manager; Child Care Specialist; Group Leader; Teacher/Trainer
Surveying	Problem Analyst/Researcher
Teaching	Recreations Worker; Teacher/Trainer
Training	Animal Care Specialist; Teacher/Trainer
Writing	Public Relations/Communications

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Relations/Communications Worker list). Have the participants write on Work Sheet #2 the name of the "I Can" list most similar to their experience group. If any group is not covered by the "I Can" lists, add it to your list on the flip chart or blackboard.

3. Developing an "I Can" List

Purpose: To show women that there are many specific skills in each "I Can" list; to point out the range of individual differences in a given area of experiential learning.

Select one of the "I Can" areas which has a moderately high tally (e.g., Home Maintenance Technician). Have the group turn to the "I Can" list and read through it (allow 5 minutes). Write the name of the list at the top of a fresh page on the flip chart or on the blackboard. Ask for a volunteer. Have her read each item that she can do from the selected "I Can" list. Write these items on the flip chart or blackboard. Ask the woman if she has other skills in this area that are not on the "I Can" list; add them to the list you are making.

Now ask for a second volunteer and repeat this process to make a second "I Can" list using the responses of this person. Ask the volunteer to read the items she can do and to add any other related skills she has. Point out that, although these two women have experience in the same area, each has learned a somewhat different set of skills.

Have the group pair off or divide into smaller units based on similar experience areas. One person should serve as the "secretary"; she will need several large sheets of paper and a marker. The other person (or one of the others) in each group should select another experience area from Work Sheet #2 and indicate the "I Can" list to which it relates. Have her read the items from this "I Can" list that describe her skills. Then have her add any other skills related to this area. The secretary should write down all of these items to form an individual "I Can" list. The counselor should circulate among the group to answer any questions. Have the group reassemble after 15-20 minutes. Mount the charts on the wall and discuss feelings and questions concerning this activity.

HOMEWORK

Ask the participants to complete Work Sheet #3. If you are using the Women's Workbook, ask the participants to read Chapter 4.

SESSION 5

FINDING GROUPS OF OCCUPATIONS THAT USE MY SKILLS

OBJECTIVES: To show the participants that occupations can be organized into groups which involve similar skills; to teach the participants how to identify work groups using their homemaking and volunteer experience skills.

At the end of this session participants should be able to use the Work Groups Chart and/or Table to identify groups and subgroups of jobs which use their skills.

INSTRUCTIONAL TECHNIQUES: Lecture and demonstration. Counselor instructs group in use of Work Groups Chart and Table.

MATERIALS: Copies of Work Sheet #3 for review.
Flip chart and marking pen/crayon or blackboard and chalk.
Rulers to facilitate reading of the Work Groups Chart.
Copies of the Guide for Occupational Exploration.
If you are not using the Women's Workbook, enough copies of the HAVE Skills Chart and Table, Work Group Descriptions, and Work Sheet #4 for all participants.

ACTIVITIES:

1. Review of the "I Can" lists

Purpose: To record and tally the titles of the "I Can" lists used by the participants.

Ask the members of the group to give the titles of their "I Can" lists. Record and tally these on the flip chart or blackboard. Explain that the skills in these lists are used in many kinds of occupations.

2. Introduction of Work Groups

Purpose: To familiarize the participants with the concept of work groups; to introduce the Guide for Occupational Exploration.

Begin by explaining that occupations can be grouped together into activities that use similar skills. Explain that these are called work groups. Have the participants turn to Appendix B of the Women's Workbook (or Guide for Occupational Exploration) and read the descriptions of one or two groups. If you are using the Women's Workbook, tell the participants that these descriptions come from the Guide for Occupational Exploration. Show the participants the Guide and explain that copies will be available for their use.

3. Use of the HAVE Skills Work Groups Chart

Purpose: To teach the participants how to use the chart to find work groups that use their skills.

Have the participants turn to the Work Groups Chart (page 35 of the Women's Workbook). Then say:

"Today we are going to learn how to use this chart. This chart will help you find work groups that use the skills you have learned through homemaking, community service, and volunteer work."

Distribute rulers. Explain that this will help the participants read across the chart in a straight line. Then say:

"Look at the chart. The left-hand column (POINT) has the names of the 'I Can' lists. The numbers across the top (POINT) are the numbers of the work groups in the Guide for Occupational Exploration. A mark opposite the name of each 'I Can' list and under the number of a work group (DEMONSTRATE) shows you that this work group includes jobs that use skills from this 'I Can' list. There are three kinds of marks on this chart. A black dot (•) means that the work group has many occupations using these 'I Can' skills. A white dot (o) means that the work group has a subgroup with occupations using these skills. A star (*) means that the work group or subgroup has only a few occupations using these skills."

Pick an "I Can" list that most members of the group used (refer to the tallies in Activity 1). Write its name on the flip chart or blackboard. Ask a volunteer to read the numbers of the work groups which have black dots. Write these numbers on the flip chart. Then ask another member to read, from Appendix C, the names of these work groups. Write these names beside the numbers. Pick one or two of these work group titles and ask the participants to read the descriptions of these work groups. (If you prefer, you may have a volunteer read these aloud.)

Repeat this process with another "I Can" list if there is any confusion.

Next ask for a volunteer to read the numbers of the work groups which white dot (o). Write these numbers on the flip chart or have a blackboard (leave a space to add the subgroup portion of the number). Then have another volunteer read the name of each work group. Write these on the flip chart or blackboard (leave space to add the subgroup description). Remind the participants that a white dot means that only one subgroup of the work group has jobs using the skills from this "I Can" list.

4. Use of the Work Groups Table

Purpose: To teach the participants how to identify the subgroups and specific occupations indicated by the white dots (o) and stars (*) on the Work Groups Table.

Have the participants turn to the Work Groups Table (Appendix C of the Women's Workbook). Tell them that this table has the same information as the Work Groups Chart but in more detail. Show that the "I Can" list titles are in the left-hand column and the work group names are in the right-hand column. Demonstrate how, for the "I Can" list you are using, the groups listed in CAPITAL letters correspond to the groups marked on the chart with a black dot.

Then turn to the list of groups that were marked with a white dot. Point to the section of the table that shows these in regular type. Point out that after the name of the work group there is a comma, then the name of the subgroup. Point out, too, that there is a four digit number for work groups. Explain that the subgroups have two more numbers (following the dash) to identify the subgroup; thus subgroups have a total of six digits.

Have a volunteer read the names and numbers of the subgroups represented by the white dots.

Repeat this process with another "I Can" list if there is any confusion.

Repeat this process for occupations marked with a star (*).

HOMEWORK

Have the participants complete Work Sheet #4. If you are using the Women's Workbook, have the participants read pages 33 to 39 of Chapter 5.

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SESSION 6

SELECTING OCCUPATIONS TO EXPLORE

OBJECTIVE: To have the participants identify occupations which may utilize their homemaking and volunteer work skills.

At the end of the session the participants should have a list of occupations which are related to their skills.

INSTRUCTIONAL TECHNIQUES: Lecture and workshop.

MATERIALS: Copies of Work Sheet #4 for review.
Flip chart and marking pen/crayon or blackboard and chalk.
Copies of the Guide for Occupational Exploration; Dictionary of Occupational Titles; and the Occupational Outlook Handbook (one for each participant or small group of participants).
If you are not using the Women's Workbook, enough copies of the Job Exploration Chart and Work Sheet #5 for each participant.

ACTIVITIES:

1. Review of the Work Groups Lists (Work Sheet #4)

Purpose: To record and tally the names of the work groups identified by the participants.

Make a list of the titles of the Work Groups on the flip chart or blackboard where it can be seen by the participants. Ask for a show of hands to indicate how many people had each work group, or one of its subgroups, on their list for Work Sheet #4.

Record these numbers.

2. Use of the Guide for Occupational Exploration

Purpose: To teach the participants how to use this resource to identify occupations in each work group.

Now that the women understand how the work groups and subgroups can be matched with their skills, it is time to move on to learning more about each group.

Distribute copies of the Guide for Occupational Exploration. Have the women turn to the Table of Contents (pages v and vi). Point out that these are the same work groups and subgroups that were used in the Work Groups Chart and Table.

Pick one of the work groups that was used by a large number of the participants. Have the women turn to the pages in the Guide which describe this work group. Point out that the material about each work group answers the following questions (you might want to write them on a blackboard or flip chart):

- What kind of work would I do in these jobs?
- What skills and abilities do I need for this work?
- How can I tell if I would like and could learn to do this kind of work?
- How can I prepare for and enter this kind of work?
- What special things should I consider before choosing a job in this group?

At the end of each work group there is a list, by subgroups, of the jobs which belong to each group. The Dictionary of Occupational Titles number is given for each job to help the women when they do further research about jobs that interest them.

Explain to the participants that, after they have read carefully about each work group and thought about the above questions, they will be ready to pick the groups they wish to explore further.

3. Use of the Job Exploration Table

Purpose: To teach the participants how to identify representative occupations in each work group.

Have the participants turn to the Job Exploration Table (Appendix D of the Women's Workbook).

Select a work group that many of the group are interested in. Write its name on the flip chart or blackboard.

Then point to the left-hand column of the table. Show the women that these are the names of the work groups. Ask for volunteers to read, from the right-hand column, the names of representative jobs for this work group. Write these names on the flip chart or blackboard.

Repeat this with another work group if there is any confusion.

Stress that the purpose of this table is to help them get an idea of some of the jobs in each work group. Be sure that the women understand that this is not a list of all possible jobs.

4. Introduction of the Occupational Outlook Handbook

Purpose: To teach the participants how to find additional information about jobs related to the work groups.

Distribute copies of the Occupational Outlook Handbook. Then call the women's attention to the center column of the Job Exploration Table. Tell them that this column lists, for each work group, the related section(s) of the Occupational Outlook Handbook. Select a work group. Have a volunteer identify the related section in the Occupational Outlook Handbook.

Select an occupation, listed in the Occupational Outlook Handbook, that is representative of one of the work groups your participants have utilized. Have the women turn to the description of this occupation. Call their attention to the section on related occupations. Stress that the occupations listed there involve aptitudes, interests, education and training similar to the job described in more detail. Explain other occupations, similar to the representative occupations in the Job Exploration Table.

5. Introduction of the Dictionary of Occupational Titles

Purpose: To teach the participants how to use this resource to locate job descriptions.

Have the participants turn to a work group description in the Guide for Occupational Exploration. Point out the section, at the end of the descriptions, which lists all the job titles for this work group, by subgroup.

Point to the numbers after the job titles. Explain that these numbers can be used to find a description of each job in the Dictionary of Occupational Titles.

Distribute copies of the Dictionary of Occupational Titles. Select several titles from the work group. Write their names and numbers on the flip chart or blackboard. Ask for a volunteer to look up each job in the Dictionary and to read its description.

Repeat, if necessary, until all participants can use the Dictionary.

6. Workshop

Purpose: To allow the participants to practice, in small groups, their skills in using the Job Exploration Table, the Occupational Outlook Handbook, and the Dictionary of Occupational Titles.

Have each woman indicate three work groups she would like to study further. Use this information to divide the class into several small workshops with all members of each workshop interested in the same work group. Assign one member of each workshop to be the secretary. Have the members of each workshop use the Chart, Occupational Outlook Handbook, Guide for Occupational Exploration and Dictionary of Occupational Titles to compile a list of jobs related to its work.

Reassemble and review the lists.

HOMEWORK

Ask the women to complete Work Sheet #5. If you are using the Women's Workbook, have the participants finish reading Chapter 5 (pages 40-46).

SESSION 7

WHAT ARE MY JOB NEEDS AND VALUES?

OBJECTIVE: To make the participants aware that more than skill and ability affect their job choices. To have the participants understand that an individual's needs and values must be taken into serious consideration in job planning.

At the end of this session each woman should be aware of her own needs as she prepares for the job search. These would include: financial, family, transportation, educational and personal needs, among others. Each woman should be able to picture her own needs in relation to the jobs she explores.

INSTRUCTIONAL TECHNIQUES: Lecture, small group discussion.

MATERIALS: Large sheets of paper and markers.
If you are not using the Women's Workbook, enough copies of the Salary Needs Estimator and Work Sheet #6 for each participant.

ACTIVITIES:

1. Exploring Job Needs and Values

Purpose: To develop a list of job needs and values for group discussion.

Explain to the participants that they now have a list of jobs that are related to their skills and are ready to learn more about each of them. Before they do this, however, they need to look at their personal job needs and values. Tell them that although skills are necessary to achieve in a job, the individual's needs and values also play an important role in choosing a job in which she will be happy. Everything from "being paid enough" to "being able to work in a windowless office" is important.

After reminding the participants of the above, have them divide into smaller groups of four or five. Choose a "secretary" who should be supplied with a large sheet of paper and a marker. Then ask the group members to describe conditions under which they would like to work, while the secretary makes note of them. Direct that any comment, no matter how silly it seems, be taken down. After approximately ten minutes, direct the groups to do the same exercise for conditions under which they could not work. After another ten minutes, call a halt to the exercise. Call the entire group together and place the papers on the walls, asking each "secretary" to read off the comments of her group. Discussion on some of the "conditions" should be allowed. This exercise should be an eye-opener to many of the women who might never have considered some of the ideas pertinent to them in a working situation.

The concept of trade-offs should be discussed at this point: an unattractive office may have to be traded off for a job with a good future; a lower salaried job may have to be taken if it is more accessible to home, etc.

Put the following headings on the blackboard or flip chart:

	Must Have	Can't Have
Salary		
Benefits		
Location		
Hours		
Other		

Group the working conditions from the women's discussion on this chart.

This is a good time to explain different types of salaries (such as those based on sales volume or productivity, drawn against commission, etc.). Have the women discuss the things they feel they "can't have" or would "dislike" in a job. Correct any erroneous beliefs, especially those based on stereotypic views of women's work.

2. Determining Salary Needs

Purpose: To help each woman determine her salary requirements.

Explain that salary is one of the important parts of any paid job. Point out that each person needs to determine what level of salary is necessary for her to earn. This can be determined by completing the Salary Needs Estimator (see Appendix A in the Guide of the Women's Workbook on pages 47-48). Point out that this estimator includes both current financial responsibilities and the cost of working. Point out that the estimator adds 20% to these costs to cover taxes but, for some women, a larger amount of taxes may be taken from their salary (this is usually the two-wage-earner family).

Help each woman compute the minimum salary she will need to earn. This is a good time to display typical salaries for jobs in your area. Point out to the women that many of the occupations which have traditionally hired large numbers of women, such as secretary, have lower salaries than some other jobs they may want to consider.

Have each woman enter her minimum salary need at the top of Work Sheet #6.

HOMEWORK

Ask the women to complete Work Sheet #6. If you are using the Women's Workbook, ask the participants to read pages 47-52 of Chapter 6.

SESSION 8

EXPLORING OCCUPATIONS

NOTE: This may be expanded to several sessions, depending on the amount of time needed by the participants to research occupations.

OBJECTIVE: To gather further information concerning the occupations which are possibilities for the participants.

At the end of this session the women should have an understanding of where and how to look for information about any occupation. They should also have the ability to evaluate this information concerning occupations in relation to their needs and values.

INSTRUCTIONAL TECHNIQUES: Lecture and demonstration.

MATERIALS: Copies of the Occupational Outlook Handbook and Dictionary of Occupational Titles for each participant or group of participants; copies of other occupational information sources, as available. If you are not using the Women's Workbook, enough copies of Work Sheet #7 for each participant.

ACTIVITIES:

1. Use of the Occupational Outlook Handbook

Distribute copies of the Occupational Outlook Handbook and say: "One of the best places to begin learning about a job is to read the section about it in the Occupational Outlook Handbook. For each job, the Handbook describes all or most of the following:

- Nature of the Work
- Working Conditions
- Place of Employment
- Training, Other Qualifications, and Advancement
- Employment Outlook
- Earnings
- Related Occupations
- Sources of Additional Information

"The section about the nature of the work tells what people do in this kind of job and how they do this work. The section about working conditions tells if the work is outdoors, in a factory, in an office, or in another kind of setting. This section will also tell you if the job involves activities that might present health or safety problems and if the job frequently requires overtime, shift work or frequent travel. The section about places of employment tells whether the jobs are found primarily in certain areas of the country, and if they are found chiefly in cities. This section also tells if part-time jobs are frequently available in this occupation.

"The section on training, other qualifications, and advancement is especially important. It describes the kind and amount of education you need to enter a particular occupation. It also lists the kinds of courses that are most useful to people in this job. In addition, this section tells about alternative ways to enter the same occupation. For example, jobs in personnel and labor relations usually require a college degree. However, people also can enter personnel jobs from a clerical job in a personnel office. Many occupations have different steps or levels. The level that you start at and can advance to is often related to the education or training you have.

"The section on advancement will tell you about the steps in an occupation, such as in drafting which has a career ladder going from tracer, to experienced drafter, to senior drafter. This section will also tell you how one occupation can lead to another. For example, many people who are systems analysts started out in jobs as computer programmers. If you are interested in starting in one kind of job to get the experience to move on to another, try to discuss this with employers when you go for a job interview; some companies may not have the job steps that other companies have.

"It is especially important to find out if the job requires a certificate or license in addition to special education or training. Most jobs in the health profession require licenses as do the jobs like teaching and jobs in construction. Some licenses or certificates can be used only in one state, and you must apply for a new license if you move. Many apprenticeship jobs provide a certificate that can be used anywhere in the country.

"The job outlook information is based on estimates of how rapidly the number of jobs is expected to grow in the next ten years and the amount of competition there will be for these job openings. Remember, when you look at the job outlook information, these are only estimates. No one can be sure what the job outlook will be in the future. Changes in economic conditions or new methods or machines can affect job availability. New estimates of job outlook are published every two years by the U.S. Department of Labor.

"Remember, also, that these estimates are based on the job outlook for the entire United States. Conditions may not be the same in this area. Have available information about the local job market. Most state employment offices have a list of jobs in demand and can help you with this.

"Remember, too, that some occupations that did not have many women workers in the past are now actively seeking women even if they are hiring relatively few workers. For example, although telephone craft occupations will have relatively few openings, opportunities are good for women who wish to become telephone installers and repairers."

Point out that job outlook may also differ from one kind of work setting to another. For example, opportunities for women who wish to be automobile mechanics are especially good in companies or businesses that own and operate fleets of cars (car rental agencies, city government, etc.).

Then continue by saying:

"The section on earnings gives average salaries in a recent year. Remember that salaries have probably risen since then. Remember, too, that salaries differ from city to city and with the amount of experience the person has in the job. Beginners will probably make less than the average salary for the occupation." (Supply sample local data on salaries. Call attention to higher salaries in many nontraditional jobs.)

"Some jobs pay an hourly or weekly wage. In others the pay depends on the amount of work produced or the amount sold. Many women like sales jobs that give them more money when they are highly productive workers. Other women worry about not knowing for sure, from week to week, how much they will be paid. Some sales jobs have salaries based strictly on what has been sold (commissions). Other sales jobs provide a weekly salary which can be 'drawn against commission.' If your commissions are less than your salary week after week, you can end up owing money to the company.

"Remember that we discussed the section on related occupations earlier. This section will tell you about other jobs that involve similar aptitudes, interests, education and training. You may want to add the names of some of these related occupations to your list on Work Sheet #5 and then read about them."

Tell the women, that as homework, they will be completing work sheets on which they will record this information for jobs that they liked on Work Sheet #5.

2. Other Sources of Occupation Information

Purpose: To supplement the sources of occupation information previously introduced.

It is possible to spend several sessions providing additional occupational information to the participants. The content and extent of this activity will depend on the resources and the time available. Many counseling centers will use their own occupational information files. This is especially important for new, emerging occupations that are not, as yet, well covered elsewhere.

Some centers may have access to computerized occupational information systems. We encourage counselors to have re-entry women try computerized systems, if possible, even though many of them are designed for younger clients. The experience with a computer can be a boost to self-confidence. It may also be used to encourage women to consider jobs which involve the use of computers or other technical devices.

A list of Computer Guidance Systems is available in the Directory of Educational and Career Information Services for Adults. This directory, which is a valuable guide for all counselors working with re-entry women, is available for $3.00 from the National Center for Educational Brokering, 1211 Connecticut Avenue, NW., Washington, D.C. 20036.

Other supplemental activities which can help the participants learn more about occupations include:

a. Meetings with other women who now are working.

This is a good opportunity to bring to the group meeting one or more women working in the kinds of jobs available in your area. The participants should use the questions on Work Sheet #7 as the basis of an information interview about each job. The women being interviewed should also be asked about possible job openings in their companies. If possible, select women who returned to paid work after a period as homemakers. Try to include some women who hold nontraditional jobs.

b. Site visits to possible work places.

Contact the personnel office in one or more local businesses which you know have previously hired re-entry women or which you think would be likely employers. Ask permission to bring a small group of women, who are interested in job opportunities there, to visit. Tell the personnel officer that you would like to watch people working in one or two specific jobs and then, if possible, have an informal conversation with some of the women who hold these jobs. Be sure that your group has done its "homework" about the company you are visiting and the job(s) they will see. You may want to ask the personnel officer to meet with your group at the end of the visit to provide information about possible job openings and about the procedure to use when applying for these jobs.

HOMEWORK

Ask the women to complete Work Sheet #7. (This can be started in class if time allows.) You may wish to hold a supplemental session to allow the participants more time to complete the Job Information work sheets.

If you are using the Women's Workbook, have the participants read pages 53 to 86 in Chapter 6.

SESSION 9

HOW DO I FIND A JOB?

OBJECTIVE: To introduce participants to sources of information about local jobs.

At the end of this session participants should be aware of institutions, agencies and other sources from which to gather information and to know how to develop job contacts. Each woman should be able to develop her own job search plan.

INSTRUCTIONAL TECHNIQUES: Lecture and discussion. Role playing of information interview.

MATERIALS: Flip chart and marker or blackboard and chalk.
Samples of materials such as Yellow Pages, annual reports, newspaper want ads, etc. List of local job information sources.
List of job training and educational opportunities.
If you are not using the Women's Workbook, enough copies of Work Sheet #8 for all participants.

Researching the Local Job Market. Before beginning this session to help re-entry women or displaced homemakers understand the job market, you, as a counselor, should have surveyed your geographic area to get information about the job market.

Do you live in an industrial area? A farming area? What is the availability of jobs within various areas of work? Your state employment offices can be helpful in letting you know the realistic status of job openings. You should also talk with your state occupational information coordinating committee to see what data they have available. These committees work to improve and coordinate the efforts of agencies, such as the state vocational education board, state employment security agency, state manpower services council, and others producing career and labor market data. They can provide such data to planners, trainers and counselors. A list of these committees is given in the Directory of Educational and Career Information Services for Adults.

Newspaper ads can also give you an indication of the felt job needs in your community.

Another important aspect of guiding the women would be your awareness, as a counselor, of on-the-job training and internship possibilities in your area. Many private industries and public agencies have on-the-job training during which time the trainee will be paid minimum wage. Increasingly, there are internships available within many businesses and corporations where women can observe and learn. These may be on a voluntary basis or for an agreed upon stipend, and may be part-time or full-time dependent upon the negotiated arrangements between employer and intern.

The important point is knowing what is available in your geographic area, since most re-entry women and displaced homemakers are often not in a position to relocate, nor do they have the psychological set to do so.

ACTIVITIES

1. Sources of Job Information

Purpose: To familiarize the participants with local sources of job availability information.

Begin the session by telling the participants they are now ready to select one or more jobs that seem best for them, and to begin their job search in earnest. Suggest to the women that they can either decide on one kind of job they hope to get or that they can choose two or three different kinds of jobs to look into more thoroughly. The next step is for the women to use sources of job information to find out about area employers who might be interested in hiring them.

Explain that there is a need to collect accurate, up-to-date information about state and local job opportunities because few re-entry women are able to relocate to obtain a job.

Here is a list of some of the places where you can get information about the local job market and about specific job possibilities:

- State and local agencies, such as Employment and Training Administration, Apprenticeship Councils, State Departments of Vocational Education, Civil Service Commission, Chamber of Commerce, State or Community Development Offices, City or County Government, Small Business Administration, etc.

- Private companies, private employment agencies

How Women Find Jobs includes, on pages 9-20, a helpful guide to surveying local employment.

Distribute to the women a local list of resources for job finding. This might include publications, such as:

- Career Information Services

  A Directory of Educational and Career Information Services for Adults is available from the National Center for Educational Brokering, 1211 Connecticut Avenue, NW., Washington, D.C. 20036 ($3.00).

- Displaced Homemaker Centers

  A directory of Displaced Homemaker Programs, which offers help to women who have been widowed, divorced, or separated, is available from the Displaced Homemakers Network, 755 8th Street, NW., Washington, D.C. 20001 ($3.00).

- Unions, Apprenticeship Programs, and Professional Organizations

A list of Apprenticeship Information Centers is given in A Woman's Guide to Apprenticeship, which is available from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20213.

- Women's Employment Programs

  a. National Directory of Women's Employment Programs is available from Wider Opportunities for Women, Inc., 1511 K Street, NW., Suite 345, Washington, D.C. 20005 ($7.50).

  b. A list of the Catalyst National Network of Local Resource Centers which have employment services is available from Catalyst, 14 East 60th Street, New York, New York 10022.

Make certain that the women realize that many of the publications and others like them are available in libraries, counseling centers and state employment offices. Tell them that they are not only learning how to find this job, but also how to find jobs in the future.

This list should also include the local and state sources of job information. Be sure to include State, County or City Employment Service Offices, local school and college placement offices, private employment agencies, newspaper job ads, and friends and relatives. Discuss the advantages and disadvantages of obtaining job leads from each source (e.g., private employment agencies may charge a fee).

2. Collecting Information about Job Openings

Purpose: To help the participants organize a set of activities to collect job information.

Explain to the group the importance of setting aside time on a regular basis to work on their job search. This is important in keeping the search moving and in keeping the women at the tasks required if they are to be successful.

List on the flip chart or blackboard and discuss each of the following tasks to be accomplished on a regular basis:

- Clipping want ads and articles from newspapers.

  When job hunting through the newspapers, each woman should clip out and keep in a folder the jobs which sound most interesting to her, even if all the parts of the job are not the "ideal." She will be able to look through them and see similarities and differences in the type of job she wants and which job best suits her. She should also try to obtain copies of job postings from employment offices.

- Keeping a card file on "Who You Know."

Point out to the participants that people they know, even slightly, may be in positions to be of assistance to them in the job search through job openings they know of or through other people to whom they can direct the women. Emphasize that it is important, once she has begun her job search, for the participant to make anyone and everyone aware that she is looking for employment. Many women find work because someone hears they are job hunting, and people will then often ask more about the woman's interests and abilities, then "just happen" to know of an available job. Tell the women that they should list on separate 3 x 5 cards, the name, address, phone, job, name of person referring them, the kind of job involved, etc. Tell the women that they can make this file by going through their Christmas card list, membership lists from community groups and volunteer organization, and just by thinking of the people with whom they have contact--insurance salesperson, travel agent, dentist, doctor, lawyer, etc. Suggest that they keep cards handy and add to their file as they meet and hear about new sources. Encourage them by saying that most people are willing to have their names used as job contacts.

- Doing "homework" on their field or fields of interest.

    a. Reading: the Yellow Pages, the Guide to American Directories, the Encyclopedia of Associations, Chamber of Commerce Directory, Special Trade Magazines.

    b. Gathering materials, such as annual reports from local industries and businesses.

    c. Information interviews. (See Activity 3, below.)

3. Information Interviews

Purpose: To teach women how to obtain information about the nature of a job and to explore the "hidden job market."

Explain that these interviews can be helpful both as a way of gathering more information about a particular kind of job and in finding out about jobs that may be available but unadvertised or about jobs which are likely to become available shortly. Information interviews also help many women become more self-confident and thus prepare them for the job interview.

Suggest to the participants that they can use the information interview to obtain answers to some of the questions on Work Sheet #7 that could not be answered from published sources. Explain that, in the interview, the woman should use only those questions which are appropriate to the situation, then add any questions of her own. Suggest that when the participant phones to make an appointment with the appropriate person, she should explain that she is gathering information and would need only fifteen to twenty minutes. Remind her to confirm the appointment the day before going to make certain of the correct time. She should also be sure that she can find the location easily.

Explain that the woman should remain alert to the answers given to her questions to see if further questions develop from them. She should ask if she may take brief notes during the interview.

Be sure that the participants understand that, at the close of the interview, if the job area sounds interesting, they can ask if the person being interviewed happens to know of any job openings in the field. Explain that this should be done without pressing too hard. Remind the women that upon leaving, they should thank the person for the time and information. Tell them that most people also like to write a note, once again thanking the person for giving of their time and knowledge. Besides being courteous, this serves to place the woman's name more firmly in the mind of the potential employer.

Using role playing, select women to be a "boss" and an "interviewee." Have them run through a sample information interview. If time allows, this can be done several times to permit more people to practice this technique for collecting job information.

4. Exploring "Make-Your-Own Job" Possibilities

Purpose: To have the participants consider creating their own job rather than seeking a job designed by someone else.

Tell the women that they can create their own job in two ways: (1) find out what services a company or business needs that it does not now have and suggest to the company that they do this for them, or (2) work for themselves and develop their own business.

Some women may prefer to create a job for themselves rather than to work for someone else. The advantage of this is that one can design the job to match one's skills rather than taking a job that may be a poor fit. The disadvantage of this is that it usually takes several years to get a new business developed to the point where one will receive a good, regular income from it; in addition, starting one's own business can be expensive.

Ask if any of the women know of other women who are in business for themselves and what they might know about how they got started.

There can be further discussion about the kinds of jobs women do on their own: catering; making and selling craft products; providing services, such as secretarial work, publicity or telephoning/answering; lawn and plant care; pricing household goods for people who are moving or can no longer use them and then running "tag sales" from which income is derived through commission.

Emphasize to anyone interested in starting her own business that there is free help available through the Small Business Administration. Courses to help women who are starting their own businesses are available at many community and junior colleges. Find out if such courses are available in your area and, if so, tell the participants about them. A book, Establishing Your Own Business: A Handbook for Women, is available for $5.00 from Resources for Women, 104 Walnut Avenue, Suite 212, Santa Cruz, California 95060.

ADDITIONAL OPTIONAL ACTIVITIES

5. Exploring Job Training and Educational Opportunities

Although these counseling sessions are designed primarily to help women find paid jobs, there may be some women in the group who, after collecting job information, decide they need specific training or further education before they enter the job market. If there are several such women, you may wish to hold a special session on job training and educational opportunities for them. If only one or two women need this kind of help, you should provide them with basic information and/or refer them to another source of help.

You should have available a list of programs which:

- lead to a high school equivalency certificate (GED);
- provide paid, on-the-job training in local businesses and industries;
- provide unpaid internships where women can "test" an occupation and learn or renew the skills they need (a booklet entitled Internship Programs for Women is available from the National Society for Internships and Experiential Education, 1735 Eye Street, NW., Washington, D.C. 20006);
- provide short-term vocational training leading to a certification;
- provide two- and four-year college training leading to a degree;
- provide subsistence funds for eligible women while they are in job training programs.

You should also try to maintain an information file about local vocational training programs and colleges.

You may also want to spend a few minutes telling the women about local educational programs which can teach them skills which will improve their chances for job advancement once they are employed. Remind the women that many employers provide money for employees to receive such training.

Some counseling centers also offer specific training to help women enter jobs which are in high demand in their area. If you decide to do this, you should first talk with local employers who would hire these women to find out exactly what skills are required to enter these positions. Employers may be able to assign a staff member to help you design or operate the training program, provide equipment to use in training, or even provide financial support for the training program.

HOMEWORK

Ask the women to complete Work Sheet #8. If you are using the Women's Workbook, have the participants read pages 87 to 94 of Chapter 7.

SESSION 10

RESUME WRITING AND JOB SEARCH PLANNING

OBJECTIVE: To show women how to express their skills in the form of a resume; to help the women prepare a record of their job search.

INSTRUCTIONAL TECHNIQUES: Lecture, discussion, and workshop.

MATERIALS: Flip chart and marker or blackboard and chalk.
Sample resumes and covering letter if you are not using the Women's Guide. (You may also wish to add other resumes to those supplied here.)
Paper and pencils.
If you are not using the Women's Workbook, enough copies of Work Sheet #1 for all participants.

Begin the session by stating that a resume is a picture of you--your skills, interests and abilities. Tell the women that there are numerous ways of putting their skills down on paper. No one way is better than another. Tell them that they can look over sample resumes, choose the one with which they feel most comfortable, and adopt that form to their own needs. Explain that resume writing will take a lot of time and work.

ACTIVITIES:

1. Basic Rules of Resume Writing

   Purpose: To teach the various forms of resume style.

   Explain that there are two basic forms of resumes:

   a. Chronological: This kind of resume lists work experience by date. It is usually best for people whose careers have progressed without gaps.

   b. Functional: This kind of resume stresses skills and experiences. It relates these to the skills, knowledge and abilities required for the job.

   List on the flip chart or blackboard the content of the typical resume:

   a. Objective: This is a sentence describing the kind of work you are looking for and your major skills for this kind of work (e.g., an administrative position in which I can use my skills in planning and financial management).

   b. Skills: Described using "action" words such as those on the list of functional skills (page 25).

   c. Experiences in which you learned or used these skills.

d. Additional facts, such as education.

Remind the participants of the materials they prepared for Work Sheets #2 and #3. Tell them that they can take a functional skill from the groups on Work Sheet #2, then add to it the "I Can" specific skills from Work Sheet #3, and finish with the description of the experience where they acquired or used the skill. Some women find the line "I can ____ because I did ____" helps them to compose resume statements.

2. Resume Preparation Hints (Discuss these with the participants.)

   a. Resume should be one or two pages in length, typed well and reproduced on good paper.

   b. Have the resume specific to the kind of job you are applying for or to the particular job advertised. Do not list skills which have no relationship to the job.

   c. Have the resume read by someone who knows you well and who can help with corrections and clarifications.

   d. Have it typed neatly. Since this is an employer's introduction to you, you want it letter-perfect.

      (1) Single spaced with double spaces between paragraphs.

      (2) At least one inch margins all around.

   e. References need not be listed on the resume. If you wish, write "references available on request" at the end of your resume.

   f. Personal data should not appear on the resume: your age, marital status, number of children, etc., do not have anything to do with how well you can do a job.

3. Sample Resumes

   Purpose: To learn what makes a good resume.

   a. Distribute sample Resume #1 (Mary Volunteer) and Resume #2 (Marie Smith) or refer the women to these resumes in the Guide.

      Point out how these resumes stress skills, such as the women identified in the "I Can" lists.

   b. Distribute copies of Daphne Goodwife's Resume (#3) or refer to this resume in the Women's Workbook.

      Ask the group to discuss what is wrong with this resume. Point out the unnecessary personal information and lack of information about skills learned in volunteer work and homemaking.

c. Then distribute copies of Daphne's Resume (#4) or refer to this in the Women's Workbook.

Ask the group in what ways this resume is better, and how it might be improved even more. (Note that it still contains personal information and uses a chronological format. If time allows, the group can be asked to rewrite this in functional form.)

4. Writing a Resume

Purpose: To begin work on a skills-based resume.

Tell the women that they are going to begin writing a basic resume. Tell them that this resume will cover all their skills and experiences. Stress the fact that, when they apply for a job, they will prepare a shorter resume that includes only those skills and experiences from this resume that match the job requirements.

Distribute paper and pencil. Have each woman work independently for about 20 minutes writing her resume. Be available to help the women who may need assistance. Then have the women pair off, critique each other's resume, and revise their own.

Have the group reassemble. Ask for two or three volunteers to read their resumes aloud to the group. Elicit positive support and suggestions for further improvement.

Remind them that the finished product must be made up of skills based on experiences which can be described during a job interview. If a woman has written that she is a fund raiser, she must be able to describe just what she did and how she did that task successfully.

SAMPLE RESUME #1

MARY VOLUNTEER

132 Main Street
Aberdeen, Maryland

Telephone: 467-1066

EDUCATION

B.A. Rosemont College, Rosemont, Pennsylvania. 1962

SKILLS

Financial	Prepared budget and administered disbursements for film festival with revenues of $40,000.
	Developed and administered budget for 250-delegate regional conference.
	Administered disbursements for consumer action agency with annual operating budget of $300,000.
Administrative	Interviewed, hired and placed clerical staff for major regional bank.
	Organized and directed promotional activities for regional theater volunteer group.
	Assisted in formulating policies and long-range plans for Consumers Action Coalition.
Supervisory	Supervised paid staff and coordinated activities of 35 volunteers in consumer agency office.
	Recruited and supervised volunteer chairman for theater group fund-raising activities.

EXPERIENCE

Center Stage Hands, Inc., Baltimore, Maryland
1977-1979 Chairman, Activities Committee
1974-1976 Chairman, Film Festival

Consumers Action Coalition, Inc., Baltimore, Maryland
1971-1974 Assistant to the Director

Maryland National Bank, Baltimore, Maryland
1962-1964 Personnel Assistant

REFERENCES: Available upon request.

SAMPLE RESUME #2

MARIE SMITH
78 Maple Street
Middletown, New Jersey
(123) 456-7890

Objective: A job in marketing or sales in which I can use financial, management, and selling skills.

Finance

I can: Set up and maintain sales and inventory records.
Analyze financial records to monitor cash flow.
Determine, from sales information, when to have a sale, what items to discount, and how much to reduce prices.
Set retail prices on the basis of wholesale costs and overhead.
Keep books and prepare a trial balance.
Prepare tax returns, including state sales tax reports.
Prepare and defend a budget.

Management

I can: Schedule sales workers and keep records of their performance.
Supervise and train sales workers.
Write and place advertisements to promote a business or special sale.

Sales

I can: Deal effectively with customers, including listening carefully to their requests, asking questions to identify their needs, and suggesting items that they may not know about.
Handle merchandise exchanges and returns.
Select merchandise, considering previous sales, customer tastes and preferences, quality and supplier reliability, and cost of similar items.

Experience:

Manager, Middletown Hospital Gift Shop, 1977-79
During this period the sales of the shop increased by over 20% each year. The board of the hospital gave me a special award for outstanding work as shop manager.
Supervised 17 workers. Trained 4 new workers.

Sales worker, Middletown Hospital Gift Shop, 1976-77
Voted outstanding volunteer of the year because of highest sales record.

SAMPLE RESUME #2
(continued)

Fund raiser, Middletown Hospital, 1980-81

Did door-to-door fund raising for hospital building fund.

Obtained gifts from a larger percentage of households than any other fund raiser.

Organizer, Parent-Teacher Organization Bake Sale, 1973

Obtained contributions from other parents, developed and placed ads for the sale, priced items, and kept financial records.

Sale raised over $900 and has become an annual event.

Sales worker, Bamberger's Department Store, 1953-55.

Education:

Graduated from Middletown High School, 1953.

SAMPLE RESUME #3

Daphne Goodwife
302 Lavender Avenue
Ourtown, Wisconsin

I am a widowed housewife, age 50, and the mother of three children (one still at home). My work history is limited. I am willing to do any kind of work.

Employment Experience:

1946-48 : Dime store clerk
1951-56 : Clerk typist in an office
1956 to date: Not employed

Education:

Three years of college (1948-51)

Hobbies:

Red Cross volunteer
YWCA member
P.T.A.

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SAMPLE RESUME #4

Daphne Goodwife
302 Lavender Avenue
Ourtown, Wisconsin

Family head (one child still at home). In good health.

Responsibilities successfully completed:

1977	Citizen member of a special school committee to study the costs and benefits from closing several Ourtown schools.
1976	Organized a series of 6 public lectures at the YWCA. Invited the speakers and did the public relations work involved (two press releases attached). The lectures served a total of approximately 650 people.
1975	Coordinated the special June Young Women's Day hosted at the YWCA and attended by 900 persons. Shared responsibility for the planning through the execution of the event (over a 6-month period) including liaison with all seven Ourtown Girl Scout Troops and assignment of 27 spaces for booths. This event raised $1,747 for YWCA scholarships.
1971-1975	Member of the 7-person board governing the YWCA of Ourtown.
1971	Treasurer for the successful campaign to elect Mrs. Goodbar to Ourtown School Board.
1970	Acted as one of three group leaders to 24 Girl Scouts on a 10-day wilderness canoe expedition. Qualities and skills demanded: resourcefulness, organizing ability, patience, and stamina.
1969 & 1970	Having had 3 earlier years experience in helping with Ourtown Red Cross Spring Blood Drive, chaired the committee for two years that launched and carried through the effort. More blood was donated in those years than ever before.
1968	President of Glenn School Parent Teacher Association.
1963-1968	Active in the Parent Teacher Association.
1966-1969	Den Mother for the Cub Scouts and coordinator of a total of 29 volunteers who helped staff the annual one-week wilderness camp for Ourtown Cub Scouts for 3 consecutive years.
1956-	Raised three children born 1956, 1957 and 1960.
1951-1956	Managed the office and provided all clerical support services for a group of four biochemists in the Neighbortown combined university and hospital research unit. Had complete responsibility for scheduling appointments, periodic mailings to research associates and subjects. Ordered supplies as needed and kept books.
1948-1951	Three years of liberal arts studies at Ourstate University (grade-point average: 3.00). Left school to get married.
1946-1948	Clerked in a dime store to save money for college education.

5. Covering Letters

Purpose: To provide experience in preparing letters to accompany resumes.

Explain that when resumes are mailed to a prospective employer, they should be accompanied by a letter indicating that the woman is applying for a specific job. (Remind the women to give the title or kind of job they are seeking and, if they are answering an advertisement, to be sure to refer to the ad.) The letter should also indicate why they are interested in the job and in working for this company, and indicate the skills and experience they have for this job. Tell the women to be sure to indicate that they will telephone to arrange for an appointment or interview.

Distribute copies of a sample covering letter, such as the one below, or refer to the letter on page 107 of the Women's Workbook.

78 Maple Street
Middletown, New Jersey
(Date)

Ms. Elizabeth Wilson
Director of Personnel
International Sales Associates
New York, New York 10038

Dear Ms. Wilson:

I am interested in the position of marketing assistant that your company advertised in the March 1 issue of The New York Times.

As manager of the Middletown Hospital Gift Shop, I have become increasingly aware of the importance of advertising and promotion in increasing sales. I believe that my experience in writing advertising and developing promotional materials would make me a valuable addition to your staff.

A copy of my resume is enclosed. I will be telephoning you soon to arrange for an appointment.

Sincerely yours,

Marie Smith

Marie Smith

Enclosure

6. Developing a Job Search Plan

Purpose: To prepare the women to organize and keep records of their job search.

Tell the women that job hunting is, itself, a job. It requires time, attention, and good record keeping. To do this job well, they need to make careful plans and to keep a record of what they have done.

Encourage the women, as they begin to contact employers, to keep a record of their job interviews and outcomes. Refer them to Work Sheet #9, Job Search Plans. Explain that this work sheet will help them make and keep a record of their job searches.

7. Homework

Ask the women to complete their resume and to begin keeping a record of their job search, using Work Sheet #9. If you are using the Women's Workbook, have the participants read pages 95 to 107 of Chapter 7.

SESSION 11

INTERVIEWING

OBJECTIVE: To provide preparation for job interviews.

INSTRUCTIONAL TECHNIQUES: Lecture, discussion and role playing.

MATERIALS: If you are not using the Women's Workbook, distribute the handout on Federal Laws Prohibiting Discrimination in Employment.

ACTIVITIES:

1. Review of Resumes

   Ask for two or three volunteers to read the resumes they completed as homework. Elicit comments and suggestions for further improvement.

   If time allows, you may wish to have the women pair off and critique each other's resumes.

2. Review of Job Search Plans

   Ask for a show of hands to determine if any members of the group have job leads or have begun contacting prospective employers. Remind the participants that this information should be recorded on Work Sheet #9, Job Search Plans.

3. Interviewing

   Purpose: To introduce the job interview.

   Explain to the group that interviews are a necessary part of getting a job. Point out that the job interview serves two purposes: (1) it helps the woman decide if this is the job she really wants, and (2) it helps the employer decide if the woman is the right person for the job.

   Tell the women that in order to be sure that the job is really what they want to do, they need to do some "homework" in advance. They need to find out as much as possible about the company. They also should try to talk with other people who work in this company or in similar jobs in other companies. This information should help them answer questions about why they want this particular job and how their skills relate to the job. It will also give them a list of questions that they want to ask the prospective employer.

   Point out that the interviewer will be concerned with several things:

   a. Appearance: Suggest that the participants have a neat and well-groomed appearance. Discuss the appropriate "business-type" clothing. Tell the participants that it is inappropriate to chew gum and suggest that they do not smoke during an interview (unless they are invited to do so).

b. Manner: Stress that it is poor manners to be late for an interview. Suggest that the women try to appear relaxed but alert during the interview. Remind the women that politeness, a good handshake, and appearing positive, enthusiastic and well-organized (with resume, recommendations, etc.) will help create a good impression. The ability to handle difficult questions with tact and without getting upset may be important; tell the women that you will practice handling some of these questions.

c. Skills and experience: Suggest that the women should be prepared to describe their skills and experiences that are important for the job. They should also be prepared with questions to show their interest in the position. Remind the women to stress their maturity as an asset. Tell them that they can remind the interviewer that they are stable, familiar with the community, and less likely to move away after receiving on-the-job training than are younger workers.

4. Handling Difficult Questions

Purpose: To help the women prepare answers to "catch" or illegal questions.

Tell the women that some interviewers may ask the difficult or illegal questions, such as questions based on stereotypic views of women and work. Read to them some of the following difficult or illegal questions and possible answers.

- Q. Who will take care of your children while you work?

  A. I've made all the necessary arrangements so I can do my job.

- Q. Who will take care of your children when they get sick?

  A. Same as above.

- Q. Does your husband object to your working?

  A. No, he thinks it's great for me to bring home a check.

- Q. Why do you want to take a job away from a man?

  A. Why is a man more entitled to this job than a woman?

  or As a head of household, I need this job just as much as a male breadwinner.

  or I have to support myself and my children.

- Q. How do I know you won't quit in a year or two to get married or to have a baby?

  A. I plan to have a career.

  or My husband and I have completed our family.

Have the group discuss other possible questions and answers.

5. Your Legal Rights

Purpose: To familiarize the participants with the major laws relating to employment discrimination.

Distribute copies of Federal Laws Prohibiting Discrimination in Employment or have the women turn to this material (page 110 in the Women's Workbook). Discuss briefly.

6. Role Playing of Interview

Purpose: To give the women practice in interviewing.

Ask the women to imagine a specific job interview. This should be for a job familiar to everyone. Ask three women to be applicants. You should play the interviewer's role.

Role-play a brief interview with each of these three women. Ask each to describe her skills and how they relate to the job. Ask each, also, some of the difficult or illegal questions that employers may raise (e.g., How are you going to manage both your home and this job?).

Ask the group to comment on the three interviews. Which woman would they hire if they were the interviewer? Why? Discuss with the group the problem of handling difficult or illegal questions. Suggest positive responses for such questions.

Divide the women into small groups of three or four. Ask one person in each group to be the interviewer, one the job applicant, and the other(s) to serve as observer(s). Circulate around to help the women practice their interviewing skills.

7. Job Applications and Tests (OPTIONAL)

Many women who are returning to work feel unsure of themselves in completing job application forms or in taking employment tests.

If your group has these problems, you may want to obtain copies of application forms from local businesses to provide practice in dealing with applications. You may also want to provide some sample tests for the group to use. If some of the women are especially uneasy in dealing with mathematical material, you may want to suggest that they read Sheila Tobias' book, Overcoming Math Anxiety (hardcover, Norton $10.95; paperback, Houghton Mifflin $5.95).

HOMEWORK

Have the women continue their Job Search Plan (Work Sheet #9). If you are using the Women's Workbook, have the participants finish reading Chapter 7 (pages 107 to 111).

FEDERAL LAWS PROHIBITING DISCRIMINATION IN EMPLOYMENT

Title	Prohibits	Applies to:	Enforcing Agency:
Age Discrimination in Employment Act of 1967	Discrimination against workers aged 40 to 65. Includes hiring, discharge, leave, compensation, promotions, and other areas of employment.	All public employers and private employers with 20 or more employees.	Wage and Hour Division, United States Department of Labor.
Equal Pay Act	Sex discrimination in salaries and fringe benefits. Requires equal pay for equal work; equal work is defined as work requiring equal skill, effort, and responsibility. Covers all workers.	All public and private employers.	Wage and Hour Division, United States Department of Labor.
Executive Order 11246 (as amended by Executive Order 11375)	Discrimination on the basis of sex, race, age. Includes recruitment as well as treatment of current employees.	Any employer with a federal contract of $10,000 or more, and any subcontractors of such an employer.	Office of Federal Contract Compliance Programs, United States Department of Labor.
Executive Order 11478	Discrimination in employment because of race, color, sex, religion, or national origin.	The federal government, government-owned corporations, and Indian tribes.	Civil Service Commission
Title V of the Rehabilitation Act of 1973	Discrimination on the basis of a physical or mental handicap. Includes hiring decisions.	Any employer with a federal contract or subcontract in excess of $2,500.00; any recipients of federal financial assistance under any program or activity; Executive Branch of federal government.	United States Department of Labor; specific federal agency providing grants; Civil Service Commission.
Title VII of Civil Rights Act of 1964	Discrimination in employment for reasons of sex, race, age, color, religion, or national origin. Includes recruitment, training, promotion and fringe benefit programs.	All private companies, state and local governments, labor organizations, joint labor-management apprenticeship programs and educational institutions with 15 or more employees.	Equal Employment Opportunity Commission.

SESSION 12

WRAP-UP AND EVALUATION

OBJECTIVE: To conclude and evaluate the program.

INSTRUCTIONAL TECHNIQUES: Lecture, discussion, completion of evaluation survey.

MATERIALS: Evaluation survey and pencils.
Flip chart and marking pen/crayon.
Data from survey used in Session 1.

ACTIVITIES:

1. Review of Job Search Plans

   Purpose: To determine the status of the participants' job search.

   Ask each participant to report on her job search plans. This should include:

   a. the occupation(s) in which she is seeking employment;

   b. the number of job leads she has and how those were obtained (ads, friends, etc.);

   c. if resumes have been prepared and sent;

   d. if interviews have been scheduled; and

   e. any plans for further education or training.

2. Ongoing Activities (OPTIONAL)

   Purpose: To provide ongoing support.

   If you will be providing ongoing activities, such as a hot line or job club, announce this and describe them or distribute printed information about these activities.

   We especially recommend that the women form a "Job Search Club" and meet informally each week for a month after the last counseling session. At these "club" meetings each woman should report on her job search activities: letters sent, phone calls made, interviews arranged or held, and outcomes. Encourage the group to share job information with each other.

3. Evaluation

   Purpose: To obtain information about the sessions for review and improvement.

Distribute the Program Evaluation Forms (see Appendix A). Be sure that the women understand that these are anonymous and that the answers to the questions can help you improve future sessions for other women. Allow 20 minutes for the completion of the evaluation.

If time allows, you may want to tally the responses to question 5 (Which of these best describes how you feel about your chances of finding a job?) and compare them with the tally for the same topic (question 3 on the HAVE Skills Survey).

End the session stressing the women's improved awareness of their skills and their self-confidence about finding a job.

SELECTED BIBLIOGRAPHY OF CAREER COUNSELING MATERIALS
FOR USE WITH ADULT WOMEN

SECTION I.

The items in this section of the bibliography include those low cost materials that were rated, in a survey conducted by the Oregon Educational Research Center, as the "best sources" available for occupational information, career and life planning information, or job seeking skills information. This bibliography also lists highly rated resources that were considered particularly useful for women re-entering the labor force.

A. Career and Life Planning Information

Richard Bolles. *The Three Boxes of Life and How to Get Out of Them.* Berkeley, California: Ten Speed Press, 1978 ($14.95 cloth, $7.95 paper).

Richard Bolles. *What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers*. Berkeley, California: Ten Speed Press, 1979 ($9.95 cloth, $5.95 paper).

Catalyst. *Planning for Career Options*. New York, New York: Catalyst, n.d. ($1.95).

John Crystal and Richard Bolles. *Where Do I Go From Here With My Life*? Berkeley, California: Ten Speed Press, 1978 ($7.95).

Ruth Ekstrom, Abigail Harris and Marlaine Lockheed. *How to Get College Credit for What You Have Learned as a Homemaker and Volunteer.* Princeton, New Jersey: Educational Testing Service, 1979 ($5.00).

Richard Lathrop. *Who's Hiring Who*? Berkeley, California: Ten Speed Press, 1977 ($5.95).

Rosalind Loring and Herbert Otto. *New Life Options: The Working Woman's Resource Book*. New York, New York: McGraw-Hill, 1976 ($13.95).

Ruth Osborn. *Developing New Horizons for Women*. New York, New York: McGraw-Hill, 1977 ($11.95; $1.95 facilitator's guide).

Nellie Scholz, Judith Prince, and Gordon Miller. *How to Decide: A Workbook for Women*. New York, New York: Avon Books, 1975 ($5.95).

B. Occupational Information

Business and Professional Women's Federation. *Where the Jobs Are*. Washington, D.C.: Business and Professional Women's Federation, 1979 (Free).

Catalyst. *Career Opportunity Series*. New York, New York: Catalyst, various dates (27 booklets, $1.50 each).

Coalition of Labor Union Women. Apprenticeship and Training Information and Resources. Washington, D.C.: AFL & CIO, n.d. (Free).

Mary N. Knosh. A Career Planning Program for Women: The Experience Clue. Ann Arbor, Michigan: University of Michigan, n.d. ($5.50).

Muriel Lederer. Blue Collar Jobs for Women. New York, New York: E.P. Dutton, 1979 ($12.95 cloth, $7.95 paper).

Sarah Splayer. Non-Traditional Careers for Women. New York, New York: Julian Messner Publishing Co., 1973 ($5.75).

U.S. Department of Labor. Dictionary of Occupational Titles. Washington, D.C.: U.S. Department of Labor, 1979 ($12.00).

U.S. Department of Labor. Occupational Outlook Handbook. Washington, D.C.: U.S. Department of Labor, 1980 ($11.00 cloth, $8.00 paper).

Terry Weatherby (Ed.). Conversations: Working Women Talk about Doing a "Man's" Job. Millbrae, California: Les Femmes Publications ($4.95).

C. Job Seeking Skills Information

Richard Bolles. What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Berkeley, California: Ten Speed Press, 1979 ($9.95 cloth, $5.95 paper).

Richard Bolles and Victoria Zenoff. The Quick Job-Hunting Map. Berkeley, California: Ten Speed Press, 1977 ($1.25).

Catalyst. Resume Preparation Kit. New York, New York: Catalyst, n.d. ($3.95).

Richard Irish. Go Hire Yourself an Employer. New York, New York: Doubleday, 1977 ($3.95).

Tom Jackson and Davidyne Mayleas. The Hidden Job Market: A System to Beat the System. New York, New York: Quadrangle., 1976 ($12.00 cloth, $5.95 paper).

Ann Jadwin. A Woman's Guide to Career Preparation, Scholarships, Grants, and Loans. New York, New York: Anchor Press, 1979 ($5.95).

Richard Lathrop. Who's Hiring Who. Berkeley, California: Ten Speed Press, 1977 ($5.95).

M. Anthony Medley. Sweaty Palms: The Neglected Art of Being Interviewed. Belmont, California: Lifetime Learning Publications, 1978 ($4.95).

SECTION II

This section lists additional items which we consider especially useful in counseling adult women who are returning to work.

Vivian McCoy and Phyllis Cassell. *Career Exploration Workshop for Women.* Lawrence, Kansas: University of Kansas, 1978.

Vera Norwood. *How Women Find Jobs: A Guide for Workshop Leaders.* Newton, Massachusetts: Education Development Center, 1979.

Nancy L. Voight, Alice C. Lawler, and Katherine F. Fulkerson. *Becoming: A Guide for High School Graduates.* Newton, Massachusetts: Education Development Center, 1980.

Women's Center of Dallas. *The Career Shopper's Guide.* Newton, Massachusetts, Education Development Center, 1980.

Donna Yee (Ed.). *Earning a Breadwinner's Wage: Non-Traditional Jobs for Women on AFDC.* Boston: Women's Enterprises of Boston, 1978.

Other books of interest to re-entry women are listed in the Women's Workbook.

APPENDIX A

Pages

- Project HAVE Skills Survey. 79-82
- WORK SHEET #1
  My Homemaking, Community Service, Volunteer Work and Other Learning Experiences. 83-84
- WORK SHEET #2
  Groups of Related Experiences 85
- WORK SHEET #3
  Things "I Can" Do 86
- WORK SHEET #4
  Work Groups and Subgroups to Investigate 87
- WORK SHEET #5
  Jobs to Explore 88
- Salary Needs Estimator. 89
- WORK SHEET #6
  My Job Needs and Values 90-93
- WORK SHEET #7
  Job Information 94-97
- WORK SHEET #8
  Job Finding Sources 98-102
- WORK SHEET #9
  Job Search Plans 103-107
- HAVE Skills Program Evaluation. 108-112

Project HAVE Skills Survey

NAME: ____

1. What kind of job(s) do you expect that you will take or try to find?

____

____

____

____

2. What kind of job would you like to have, if you could have your "dream job"?

____

____

____

____

3. Which of these best describes how you feel about your chances of finding a job?

(CHECK ONE)

____I have lots of skills and experience; it should be easy for me to find a job.

____I have a few skills and a little experience; I may have some problems finding a job.

____I have no skills or experience; I probably will have trouble finding a job.

Why do you feel this way?

____

____

____

____

____

____

4. Check whether you agree or disagree with each of the following statements.

   a. Women should stick to "women's jobs" (such as teaching, nursing and secretarial work) and not compete with men.

      _____Agree _____Disagree

   b. Most jobs can be done as well by a woman as by a man.

      _____Agree _____Disagree

   c. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

      _____Agree _____Disagree

   d. Things would be better if more women stayed home and tried to do a better job with their families.

      _____Agree _____Disagree

   e. A woman's place is in the home, not the office or shop.

      _____Agree _____Disagree

   f. Having a challenging job or career is as important for women as being a wife and mother.

      _____Agree _____Disagree

   g. It is difficult for a woman to have a career and still keep her femininity.

      _____Agree _____Disagree

   h. Men have more respect for women who have careers.

      _____Agree _____Disagree

   i. Most women work in order to provide the basic needs for themselves and their families.

      _____Agree _____Disagree

   j. Since most girls grow up to be housewives, it is not important for them to plan for a career.

      _____Agree _____Disagree

5. Read the following list of jobs. Then check whether this is a job you think women like you might do or if it is a job that women like you cannot or should not do.

JOB	THIS JOB CAN BE DONE BY WOMEN LIKE ME	THIS JOB CANNOT OR SHOULD NOT BE DONE BY WOMEN LIKE ME	I DON'T KNOW WHAT THIS JOB IS
Accountant			
Auto mechanic			
Bank teller			
Beautician			
Bookkeeper			
Bus driver			
Business manager			
Butcher			
Carpenter			
Cashier			
Computer programmer			
Dental assistant			
Doctor			
Drafter			
Electrician			
Engineer			
Furniture finisher			
Household appliance repairer			
Insurance sales agent			
Laboratory technician			
Lawyer			
Machinist			

JOB	THIS JOB CAN BE DONE BY WOMEN LIKE ME	THIS JOB CANNOT OR SHOULD NOT BE DONE BY WOMEN LIKE ME	I DON'T KNOW WHAT THIS JOB IS
Market researcher			
Nurse			
Office machine repairer			
Optician			
Police officer			
Printer			
Purchasing agent			
Real estate agent			
Retail salesclerk			
Schoolteacher			
Scientist			
Secretary			
Sewing machine operator			
Social worker			
Taxi driver			
Telephone installer			
Telephone operator			
Travel agent			
Welder			

30

WORK SHEET #1

My Homemaking, Community Service, Volunteer Work and Other Learning Experiences

This year: ____________________

Last year: ____________________

WORK SHEET #1
(continued)

Year before that:

Before that:

Before that:

WORK SHEET #2

Groups of Related Experiences

Experiences	Involved

Experiences	Involved

Experiences	Involved

Experiences	Involved

WORK SHEET #3

Things "I Can" Do

As a ____, I can:

WORK SHEET #4

Work Groups and Subgroups to Investigate

Group/Subgroup	Number	Count/Tally

WORK SHEET #5

Jobs to Explore

Work Group/Subgroup	Jobs

Work Group/Subgroup	Jobs

SALARY NEEDS ESTIMATOR

1. My current financial responsibilities:

Housing _______

Utilities _______

Food _______

Household supplies _______

Clothing _______

Transportation _______

Medical and dental care _______

Education _______

Recreation _______

Other _______

Total #1 $__________

2. What working will cost:

Transportation _______

Clothes _______

Lunch _______

Child care _______

Extras like household help, eating out, etc. _______

Total #2 $__________

20% of Totals #1 and #2 $__________

Minimum salary needed (#1 plus #2 plus 20% of #1 & #2) $__________

WORK SHEET #6

My Job Needs and Values

	Must Have	Like	Don't Care	Dislike	Can't Have
Salary					
More than $_____ (your minimum)					
More than $_____					
Based in part on sales or productivity					
Frequent raises					
Rates tied to cost of living					
Commission based on sales, etc.					
Draw against commission					
Benefits					
Vacation: _____ weeks a year (minimum)					
Vacation: _____ weeks a year					
Insurance: Life					
Health					
Other:					
Employer pays for education					
Child care					
Location					
Available by public transportation					
No more than 30 minutes from home					
More than 1 hour from home					
Another town/city					

WORK SHEET #6
(continued)

	Must Have	Like	Don't Care	Dislike	Can't Have
Hours					
Full-time					
Part-time					
Flexitime, can set own hours					
Overtime					
Available					
Required					
Shift work					
Evening work					
Weekend work					
Overnight travel					
Education/Training					
No additional education/training required					
Job requires additional education/training					
Less than three months					
Three to six months					
Six months to one year					
One to two years					
Two to four years					
More than four years					
Education/training must be full-time					

WORK SHEET #6
(continued)

	Must Have	Like	Don't Care	Dislike	Can't Have
Education/training can be part-time					
Education/training available locally					
Cost of education/training no more than $ _____					
On-the-job training available					
Apprenticeship required					
Other factors:					
Competition with other workers					
Economic independence					
Feeling of accomplishment; job satisfaction					
Friendly co-workers					
Same sex					
Opposite sex					
Help others; contribute to society					
Independence in thought and action					
Intellectual stimulation					
Job security; little chance of being fired					
Opportunity for advancement					
Opportunity to be creative					
Opportunity to lead others					
Pleasant working conditions					
Prestige; job with status					

WORK SHEET #6
(continued)

	Must Have	Like	Don't Care	Dislike	Can't Have
Responsibility for others					
Supervisor of the same sex					
Supervisor of the opposite sex					
Variety; job not routine or predictable					

My other job needs and values:

WORK SHEET #7

Job Information

Job title: ______________________________

1. Nature of Work

What kind of work is involved? ______________________________

____

____

____

2. Working Conditions

a. Where is this work usually done? ______________________________

____

____

b. Does this job involve working conditions that might present physical or health problems for me? ______________________________

____

____

c. Does this job often require working overtime, evenings, or weekends?

____

____

____

d. Does this job often require periods of travel away from home? ________

____

____

3. Places of Employment

a. Are these jobs near where I now live, or would I have to commute a long distance or move to a new area? ______________________________

____

____

WORK SHEET #7
(continued)

b. Does this job usually require regular, full-time work, or can it be done on a part-time, flexitime, or job sharing basis? ____________________

____

____

4. Training, Other Qualifications, and Advancement

a. What kind of education or training is required to enter this job?

____

____

____

b. Where could I get this education or training, how long would it take, and how much would it cost? ______________________________

____

____

c. Does this job require a certificate or license? If so, how do I get it? ____

____

____

____

d. What are the opportunities for advancement in this job, and how could I prepare for advancement? ______________________________

____

____

____

____

____

WORK SHEET #7
(continued)

5. Employment Outlook

What is the employment outlook for this job? ______________________________

____

____

____

6. Earnings

a. What are the typical starting salaries in this job? ___________________

____

____

b. Does this job usually pay a set hourly or weekly salary, or does it pay on the basis of the amount produced or sold? ______________________________

____

____

7. Does this job meet my needs and values? Yes_____ No_____ Can't tell_____

8. What are the names of some companies or places in this area where I might find or do this kind of work? ____

____

____

____

9. Additional Information

a. What other things do I need to find out about this job? _______________

____

____

____

____

WORK SHEET #7
(continued)

b. Where can I find this information? ______________________________

WORK SHEET #8

Job Finding Sources

1. Women's Centers

   a. Name

   Address

   Phone Date & Time of Appointment

   Outcome

   Possible Employers to Contact

   b. Name

   Address

   Phone Date & Time of Appointment

   Outcome

   Possible Employers to Contact

2. Displaced Homemaker Center

   Name

   Address

   Phone Date & Time of Appointment

   Outcome

   Possible Employers to Contact

WORK SHEET #8
(continued)

3. State Employment Office

Name ______________________________

Address ______________________________

____

Phone ____________ Date & Time of Appointment ______________

Outcome ______________________________

____

Possible Employers to Contact ______________________

____

4. School or College Placement Office

a. Name ______________________________

Address ______________________________

____

Phone ____________ Date & Time of Appointment ______________

Outcome ______________________________

____

Possible Employers to Contact

____

b. Name ______________________________

Address ______________________________

____

Phone ____________ Date & Time of Appointment ______________

Outcome ______________________________

____

Possible Employers to Contact ______________________

____

WORK SHEET #8
(continued)

5. Career Information Service

Name ________________________________

Address ________________________________

____

Phone ____________ Date & Time of Appointment ____________

Outcome ________________________________

____

Possible Employers to Contact ____________________

____

6. Union, Apprenticeship Program or Professional Organization

a. Name ________________________________

Address ________________________________

____

Phone ____________ Date & Time of Appointment ____________

Outcome ________________________________

____

Possible Employers to Contact ____________________

____

b. Name ________________________________

Address ________________________________

____

Phone ____________ Date & Time of Appointment ____________

Outcome ________________________________

____

Possible Employers to Contact ____________________

____

WORK SHEET #8
(continued)

7. Newspaper Job Ads (Clip and Attach)

   a. Employer Name ______________________________

      Address ______________________________

      ____

      Phone ______________

   b. Employer Name ______________________________

      Address ______________________________

      ____

      Phone ______________

   c. Employer Name ______________________________

      Address ______________________________

      ____

      Phone ______________

   d. Employer Name ______________________________

      Address ______________________________

      ____

      Phone ______________

8. Suggestions from Friends and Relatives

   a. Employer Name ______________________________

      Address ______________________________

      ____

      Phone ______________

   b. Employer Name ______________________________

      Address ______________________________

      ____

      Phone ______________

WORK SHEET #8
(continued)

c. Employer Name ______________________________

Address ______________________________

____

Phone ______________

d. Employer Name ______________________________

Address ______________________________

____

Phone ______________

9. Information Interview

a. Name ______________________________

Address ______________________________

____

Phone ______________ Date ______________

Suggested Employers ______________________________

____

b. Name ______________________________

Address ______________________________

____

Phone ______________ Date ______________

Suggested Employers ______________________________

____

10. Make-Your-Own Job

What kind of job could I create for myself?

____

____

____

WORK SHEET #9

Job Search Plans

1. Jobs that seem best for me:
(List in order of preference.)

2. Date resume prepared:

3. Job interviews arranged:

a. Employer

Address

Phone

Date and Time of Interview

Outcome

b. Employer

Address

Phone

Date and Time of Interview

Outcome

WORK SHEET #9
(continued)

c. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

d. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

e. Employer ______________________________

Address ______________________________

____

Phone ______________________________

Date and Time of Interview ______________________________

Outcome ______________________________

____

____

____

WORK SHEET #9
(continued)

f. Employer __________

Address __________

____

Phone __________

Date and Time of Interview __________

Outcome __________

____

____

____

g. Employer __________

Address __________

____

Phone __________

Date and Time of Interview __________

Outcome __________

____

____

____

h. Employer __________

Address __________

____

Phone __________

Date and Time of Interview __________

Outcome __________

____

____

____

Work Sheet #9
(continued)

i. Employer ____________________

Address ____________________

____

Phone ____________________

Date and Time of Interview ____________________

Outcome ____________________

____

____

____

j. Employer ____________________

Address ____________________

____

Phone ____________________

Date and Time of Interview ____________________

Outcome ____________________

____

____

____

4. Job offer(s):

a. Employer ____________________

Pluses ____________________

____

Possible Job Problems ____________________

____

b. Employer ____________________

Pluses ____________________

____

WORK SHEET #9
(continued)

Possible Job Problems ______________________________

____

____

c. Employer ______________________________

Pluses ______________________________

____

Possible Job Problems ______________________________

____

5. Job decision: ______________________________

Date began work ______________________________

6. Future plans for job advancement: ______________________________

____

____

____

____

____

____

HAVE Skills Program Evaluation

1. Please rate each session according to how helpful it was:

	Extremely Helpful	Very Helpful	Helpful	Of Limited Help	Not Helpful
a. Session 1--How Can I Get a Job When All I've Done Is Homemaking and Volunteer Work?					
b. Session 2--Reviewing My Experiences					
c. Session 3--Grouping Related Experiences					
d. Session 4--Things I Can Do					
e. Session 5--Finding Groups of Occupations That Use My Skills					
f. Session 6--Selecting Occupations to Explore					
g. Session 7--What Are My Job Needs and Values?					
h. Session 8--Exploring Occupations?					
i. Session 9--How Do I Find a Job?					
j. Session 10--Resume Writing and Job Search Planning					
k. Session 11--Interviewing					
l. Session 12--Wrap-Up and Evaluation					

2. Which session was: (CIRCLE ONE)

a. Most helpful?	1	2	3	4	5	6	7	8	9	10	11	12
b. Most fun?	1	2	3	4	5	6	7	8	9	10	11	12
c. Easiest?	1	2	3	4	5	6	7	8	9	10	11	12
d. Least helpful?	1	2	3	4	5	6	7	8	9	10	11	12
e. Least fun?	1	2	3	4	5	6	7	8	9	10	11	12
f. Most difficult?	1	2	3	4	5	6	7	8	9	10	11	12

3. What additions or changes would you suggest for future sessions?

____

____

____

____

____

____

____

____

4. How helpful was the HAVE Skills Women's Workbook? (CHECK ONE)

___Extremely Helpful ___Very Helpful ___Helpful ___Of Limited Help ___Not Helpful

5. Which of these best describes how you feel about your chances of finding a job? (CHECK ONE)

____I have lots of skills and experience; it should be easy for me to find a job.

____I have a few skills and a little experience; I may have some problems finding a job.

____I have no skills or experience; I probably will have trouble finding a job.

6. What kind of job(s) do you plan to take or try to find?

____

____

____

7. Check whether you agree or disagree with each of the following statements.

a. Women should stick to "women's jobs" (such as teaching, nursing and secretarial work) and not compete with men.

_____Agree _____Disagree

b. Most jobs can be done as well by a woman as by a man.

_____Agree _____Disagree

c. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

_____Agree _____Disagree

d. Things would be better if more women stayed home and tried to do a better job with their families.

_____Agree _____Disagree

e. A woman's place is in the home, not the office or shop.

_____Agree _____Disagree

f. Having a challenging job or career is as important for women as being a wife and mother.

_____Agree _____Disagree

g. It is difficult for a woman to have a career and still keep her femininity.

_____Agree _____Disagree

h. Men have more respect for women who have careers.

_____Agree _____Disagree

i. Most women work in order to provide the basic needs for themselves and their families.

_____Agree _____Disagree

j. Since most girls grow up to be housewives, it is not important for them to plan for a career.

_____Agree _____Disagree

8. Read the following list of jobs. Then check whether this is a job you think women might do or if it is a job that women cannot or should not do.

JOB	THIS JOB CAN BE DONE BY WOMEN	THIS JOB CANNOT OR SHOULD NOT BE DONE BY WOMEN	I DON'T KNOW WHAT THIS JOB IS
Accountant			
Auto mechanic			
Bank teller			
Beautician			
Bookkeeper			
Bus driver			
Business manager			
Butcher			
Carpenter			
Cashier			
Computer programmer			
Dental assistant			
Doctor			
Drafter			
Electrician			
Engineer			
Furniture finisher			
Household appliance repairer			
Insurance sales agent			
Laboratory technician			
Lawyer			
Machinist			

JOB	THIS JOB CAN BE DONE BY WOMEN	THIS JOB CANNOT OR SHOULD NOT BE DONE BY WOMEN	I DON'T KNOW WHAT THIS JOB IS
Market researcher			
Nurse			
Office machine repairer			
Optician			
Police officer			
Printer			
Purchasing agent			
Real estate agent			
Retail salesclerk			
Schoolteacher			
Scientist			
Secretary			
Sewing machine operator			
Social worker			
Taxi driver			
Telephone installer			
Telephone operator			
Travel agent			
Welder			

APPENDIX B

"I CAN" LISTS

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ADMINISTRATOR/MANAGER

The administrator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of administrator/managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an administrator/manager, I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations/Communications Worker).
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.
- Organize the program or project into its component parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flowcharts, PERT charts, and other visual materials to describe the program's or project's work flow.
- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change (see Advocate/Change Agent).

- Determine the need for and develop alternative plans to meet emergencies.
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.
- Describe and use techniques which will elicit new ideas and proposals.
- Solicit and make constructive use of negative and positive feedback.
- Manage effectively in high pressure situations.
- Use techniques for crisis management and describe why different types of crises require different techniques.
- Use methods of conflict resolution and describe when they are appropriate.
- Establish effective communications throughout the organization.
- Coordinate the execution of simultaneous projects:
  - Establish mechanisms for coordination.
  - Determine when coordination is needed.
- Serve as a spokesperson for the organization (see Public Relations/Communications Worker).
- Meet accountability demands of others by preparing reports which include:
  - Evaluation of success in meeting objectives.
  - Records of financial status.
  - Data on time and personnel utilization.
- Prepare written summaries of project and organizational accomplishments (see Public Relations/Communications Worker).
- Develop staffing plans (see Human Resources Specialist).
- Prepare and use a budget (see Financial Manager).

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services. Advocates work in areas such as legal rights, housing, education, environment, and social welfare and attempt to change or improve existing conditions.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Problem Analyst/Researcher) for related skills).
- Select methods and data which will document the need for change (see Problem Analyst/Researcher for related skills).
- Define and delimit the basic issues in a problem area.
- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as:
    - Legal rights (civil and criminal).
    - Housing and community planning.
    - Education.
    - Environment.
    - Welfare and social services.
- Describe the public policy issues relevant to a problem.
- Demonstrate knowledge of the processes of change using:
    - Theoretical model(s).
    - Real-life examples.
- Describe methods which can be used to bring about change including:
    - Lobbying.
    - Political campaigns.
    - Public relations.
- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.
- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.
- Build good working relationships with those who will be affected by proposed changes.
- Identify potential allies and select techniques which will enlist their support.
- Identify opposition groups and select techniques which will best counter their plans and arguments.

- Demonstrate understanding of the legislative process and how it can be used to implement change.
- Demonstrate knowledge of the laws and customs applying to lobbying.
- Use communication skills to persuade others (see Public Relations/ Communications Worker for related skills).
- Identify potential sources of financial support (see Fund Raiser and Problem Analyst/Researcher for related skills).
- Obtain financial support for a cause or program (see Fund Raiser and Problem Analyst/Researcher for related skills).
- Build good working relationships with legislators and government officials (local, state or federal).
- Monitor the actions of legislative bodies, public institutions and agencies that are relevant to the problem.
- Draft model legislation.
- Plan and organize coalition building.
- Conduct negotiations with an awareness of the necessity of compromise.
- Present arguments and evidence to support a position (see Public Relations/ Communications Worker and Problem Analyst/Researcher for related skills).
- Keep others informed about progress using:
    - Verbal communication.
    - Written communication (see Public Relations/Communications Worker).
- Train others to develop advocate/change agent skills (see Teacher/Trainer for related skills).
- Develop techniques to maintain change.

ANIMAL CARE SPECIALIST

An animal care specialist is knowledgeable about the needs of one or more types of animals and can provide for their breeding, raising, training, and health care.

As an animal care specialist, I can:

- Breed and raise pets.
    - Dogs.
    - Cats.
    - Horses.
    - Birds.
    - Fish.
    - Gerbils, hamsters, etc.
- Housebreak a pet.
- Groom a pet.
- Provide appropriate food, housing and sanitation for a pet and explain the reasons for my choices.
- Explain the basic principles in breeding pets (crossbreeding, inbreeding, etc.).
- Train a pet.
    - Obedience training.
    - Training for pet shows.
    - Tricks.
- Show a pet in a competition.
- Judge a pet show.
- Break and train a horse for riding.
- Describe common pet health problems and how they can be prevented.
- Care for an ill pet and describe the reasons for my actions.
- Provide emergency first aid for an injured pet.
- Assist a veterinarian in medical procedures for pets.
- Describe the laws, regulations, and procedures involved in raising and selling pets.
    - Pet control.
    - Pet licensing.
    - Pet registration.

- Explain the dietary considerations necessary in maintaining a wildlife feeding station.
- Identify locally common wildlife.
  - Birds.
  - Fish.
  - Mammals.
  - Reptiles.
  - Insects.
- Serve as a guide or resource person at a nature center (see Museum Assistant).
- Provide health care and maintenance for injured wildlife.
- Breed and raise farm animals.
  - Chickens, turkeys or other fowl.
  - Cows.
  - Goats.
  - Horses.
  - Sheep.
- Explain the basic principles in breeding farm animals.
- Provide appropriate food, housing, and sanitation for farm animals and describe the reasons for my choices.
- Describe how farm animals are judged and shown.
- Explain what is involved in raising hens to obtain eggs.
- Explain what is involved in raising cows or goats to obtain milk.
- Explain what is involved in raising sheep to obtain wool.
- Explain what is involved in raising farm animals to obtain meat.
- Describe the common health problems of farm animals and how they can be prevented.
- Care for an ill farm animal and describe the reasons for my actions.
- Assist a veterinarian in medical procedures for farm animals.
- Provide emergency first aid for injured farm animals.

ARTIST/CRAFTSPERSON

An artist/craftsperson designs and creates paintings, sketches, sculpture, photographs, lettering, layouts, jewelry, weaving, pottery, glassware, clothing and textiles, or similar items.

As an artist/craftsperson, I can:

- Apply the principles of color and design.
- Use aesthetic guidelines (balance, proportion, etc.) in planning or evaluating a design or artistic/craft product.
- Use color, light, and space to create a specific kind of appearance or feeling.
- Express abstract ideas in an artistic or craft product.
- Visualize what is to be created.
- Do sketching or drawing, including:
    - Freehand drawing or sketching.
    - Simple drafting or blueprints.
    - Sectional views of objects.
- Create lettering, layouts, charts, and diagrams, such as:
    - Block lettering or technical lettering.
    - Bar, line or pie charts based on data.
    - Blueprints, floor plans, scale drawings, etc. (see Home Planner and Designer).
    - Layouts for printed material (ads, brochures, newsletters, etc.).
- Create and design posters and advertisements.
- Take and/or develop photographs, including:
    - Using a camera correctly with appropriate lenses and settings.
    - Developing film and making prints.
    - Making enlargements, transparencies, etc.
- Use small hand tools, such as pliers, files, and screwdrivers.
- Work with my hands skillfully and with dexterity.
- Design and create jewelry, including:
    - Cutting or polishing stones.
    - Creating metalwork by soldering, casting, etc.
- Design and create glassware, such as glassblowing, stained glass, etc.
- Design and create leather products.

- Design and create ceramic or pottery items, including:

  - Throwing and using a potter's wheel.
  - Casting.
  - Glazing.
  - Firing.

- Design and create sculpture, including:

  - Wood carving.
  - Stonecutting.
  - Metalwork.
  - Soft sculpture.

- Design and create woven items, textiles, and clothing (see Clothing and Textile Specialist).

- Design and create paintings, using:

  - Oils.
  - Watercolors.
  - Pastels.
  - Tempera.

CHILD CARE SPECIALIST

The child care specialist is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the child care specialist must assess the child's needs, identify the appropriate care, and implement such care within the financial, spatial and temporal limitations of the particular setting within which the child resides.

As a child care specialist, I can:

- Identify the nutritional needs of the child (see Cook/Nutritionist), including:
    - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formula, vegetable milk formula).
    - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
    - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.
- Recognize and respond to a child's need for a loving and emotionally supportive environment.
- Identify and provide a safe, stimulating environment for a child, including:
    - Providing safe bedding for an infant.
    - Providing a stimulating play environment appropriate for a preschool child.
    - Teaching a growing child to develop safe play procedures; developing an appropriate balance between a child's need for exploratory activity and requirements of safety.
    - Teaching school age children how to identify safe play areas.
    - Purchasing or making materials to develop a child's intellectual and physical growth.
    - Teaching the child games and activities appropriate to her/his age and interests.
- Make effective use of medical services for the child, including:
    - Consulting doctors regarding preventive medicine, immunizations, etc.
    - Obtaining emergency medical services when necessary.
    - Determining the extent of public medical facilities and deciding when it is appropriate to use them.
- Arrange and supervise social experiences for a child which will promote ethical and moral development.
- Identify and select appropriate educational environments, including:
    - Choosing appropriate child care and preschool facilities when needed.

  - Consulting with school staff regarding the child's educational development.
  - Consulting with school staff regarding the child's social/emotional, physical, and cognitive development.
  - Maintaining an ongoing involvement in the child's education.

- Identify and provide appropriate clothing for a child at different stages of development (see Clothing and Textile Specialist), including:

  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when traveling or moving to a different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).

- Evaluate books and movies and determine their suitability for a child.

- Identify resources in the community which can be used to augment school and preschool activities, including:

  - Playground facilities.
  - Art and craft workshops.
  - Libraries and museums.
  - Dance and music programs.
  - Sports programs.
  - Youth groups (religious, scouting, etc.).

  (See Community Resources Specialist).

- Demonstrate skills which help make life interesting to a growing child (e.g., storytelling, singing, etc.).

- Identify resources in the community which may be utilized to improve the living conditions for the child, including:

  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, medicaid, food stamps).
  - Direct benefits to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefits to the child (such as: counseling services, Parents-without-Partners, etc.).

  (See Community Resources Specialist).

- Recognize and treat childhood diseases, including:

  - Identifying such diseases and describing their symptoms.
  - Determining what immediate remedy is needed.
  - Describing books which are helpful resources in dealing with childhood diseases.
  - Describing emergency procedures for various conditions.
  - Consulting medical personnel when necessary.

  (See Health Care Worker).

- Describe and recognize the milestones in human development.

- Identify emotional disturbances or learning difficulties in a child which need professional treatment or added attention, and obtain appropriate consultative advice.

- Recognize the nonverbal cues and behaviors which indicate tensions or problems.

- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:

  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for her/his behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society, and assisting the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express her/his emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discussing the basis for this approach.

- Describe ways to develop self-sufficiency in a child.

- Demonstrate my understanding of the special needs of a gifted child, of a child with a physical or emotional handicap, of a child in a single parent home, of a child of a highly transient family, etc., including:

  - Physical needs.
  - Emotional needs.
  - Educational needs.

- Identify the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs.

- Provide opportunities for a child to learn the value of money.

- Facilitate learning by:

  - Encouraging the development of communication and listening skills.
  - Encouraging the development of social skills.
  - Encouraging the development of special interests and talents.
  - Recognizing capabilities and potential.

- Acquaint my child with our family, ethnic, and cultural heritage.

- Help a child develop a positive self-concept.

- Provide consistent and appropriate discipline.

- Provide sex education.

- Help the child function as a member of the family by providing:

  - Involvement in decision making.
  - Recognition of the needs of others in the family.
  - Relationships with extended family members.
  - Encouragement of togetherness and mutual support.

- Teach a child to respect the rights of others.

CIVIL/LEGAL RIGHTS WORKER

A civil and legal rights worker can obtain for herself/himself and for others fair and equitable treatment under the law.

As a civil and legal rights worker, I can:

- Describe my civil and legal rights and responsibilities as a:
  - Citizen.
  - Consumer.
  - Homeowner.
  - Tenant.
  - Parent.
  - Volunteer worker/board member.
  - Employee.
  - Employer.
- Select legal services and processes appropriate for a given problem, such as small claims court, probate court, etc.
- Identify and obtain help from organizations which provide assistance to those who feel that their legal rights have been violated.
- Help others obtain information about their civil and legal rights as:
  - Consumers.
  - Tenants.
  - Children.
  - Wives.
  - Parents.
  - Workers.
  - Women.
  - Recipients of funds from programs like Aid to Dependent Children, Social Security, unemployment compensation, etc.
- Read with understanding and interpret:
  - Leases.
  - Warranties.
  - Insurance policies.
  - Medical consent and release forms.
  - Contracts and legal agreements.
- Describe the essential elements of sales contracts related to the purchase of:
  - Cars.
  - Household appliances.
  - Home furnishings.
  - Home improvements.
  - Services.

- Specify the legal differences in various forms of home ownership and the advantages and potential problems of each:
  - Individual.
  - Co-owner.
  - Cooperative.
  - Condominium.

- Describe the essential elements of contracts related to a home:
  - Leases/subleases.
  - Agreements of sale.

- Describe how the rights of a homeowner are affected by:
  - Mortgages.
  - Home improvement loans.
  - Other home-related loans.
  - Title documents.
  - Zoning.
  - Settlement/closing agreements.

- Conduct a search of legal documents to obtain:
  - Description of a property.
  - Title/owner information about a property.
  - Zoning and other restrictive covenants on a piece of property.
  - Tax information about a property.
  - Records of real estate transactions.

- Describe the legal processes related to divorce and legal separation, including:
  - Grounds for divorce/separation.
  - Court proceedings.
  - Property division.
  - Child custody, support and visitation.
  - Alimony.

- Check public records for information about births, deaths and wills.

- Describe the legal processes related to inheritance, including:
  - Wills.
  - Preparation of probate inventories.
  - Distribution of estate assets.
  - Property transfer.
  - Pension/insurance transfer.
  - Trust estate management.
  - State and federal laws relating to inheritance.
  - Social security and other survivor benefits.

- Specify the main differences in various forms of business ownership and the advantages and potential problems of each:

  - Individual.
  - Partnership.
  - Corporation.

- Describe employees' legal rights in regard to benefits, such as:

  - Pension.
  - Profit sharing.
  - Life insurance.
  - Health insurance.
  - Stock options.

- Assist those who come to civil or legal rights organizations by:

  - Conducting a preliminary interview for the lawyer who will handle the problem.
  - Drawing up drafts of documents for a lawyer to review, such as:

    - Contracts.
    - Wills.

- Obtain and verify routine factual information for the use of legal staff.

- Make required field investigations and prepare related reports.

- Read and interpret basic records.

- Recognize evidence of evasion and discrepancies in basic records.

- Prepare reports of investigations containing factual data and documentary or other evidence.

- Maintain essential records and files.

- Arrange for assistance to released prisoners, such as:

  - Temporary lodging.
  - Transportation home.
  - Job search assistance.

- Comprehend, analyze and interpret basic laws, regulations, and penalties related to probation and custody.

- Obtain and verify routine factual information from persons applying for:

  - Assignment of counsel.
  - Release on recognizance.

- Follow up on child support and alimony payments.

- Maintain records and files concerning child support and alimony payments:

  - Keeping reports of meetings with lawyers and clients.

  - Notifying lawyers and clients of approaching deadlines and scheduled court appearances.
  - Making arrangements for legal depositions.
  - Indexing legal documents.

- Provide information about referral agencies that can help with health, home, family and other problems (Community Resources Specialist).

- Set up and operate a program of applicants and checkers for job or housing situations to determine if discrimination is taking place.

- Develop and maintain records of job hirings and promotions and analyze them to determine if discrimination is occurring (see Problem Analyst/Researcher).

- Use legal records and/or evidence of discrimination to work for social change (see Advocate/Change Agent).

CLOTHING AND TEXTILE SPECIALIST

A clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, bed and table linens, etc.).

As a clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:
  - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.)
  - Pliability and structure.
  - Differences in the method of production.
  - Relative costs.
  - Terms used to describe these materials or their properties.
- Analyze the wearing apparel needs of people, taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.
- Select coordinated clothing items.
- Select complementary clothing styles and colors.
- Demonstrate skills used in producing clothing or home textile products by:
  - Using patterns, according to accepted standards, to make clothing or other home textile products.
  - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
  - Creating my own patterns from which to make clothing or other home textile products.
  - Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
  - Describing the process I use to create, design, and implement a textile related idea.
  - Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).
  - Showing how different fibers produce different effects.
  - Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.
- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:
  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.

- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).

- Discuss the history of textiles and describe how methods and materials have changed.

- Identify the technique, period, and origin of various textiles and/or clothing samples.

- Evaluate the quality of clothing, rugs, curtains, linens, and other textile items (see Consumer Economics Specialist and Home Planner and Designer).

- Select home textile items (curtains, linens, etc.), taking into consideration:

  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color and style (see Home Planner and Designer).

COMMUNITY RESOURCES SPECIALIST

As a specialist in community resources, I know, can use, and can direct others to information and services available from public and private organizations and agencies.

As a community resources specialist, I can:

- Demonstrate my familiarity with my community.
- Identify local resources and services to help with:
    - Physical health needs and problems.
    - Mental/emotional health needs and problems.
    - Legal problems.
    - Financial problems.
    - Drug, alcohol, or other substance dependence problems.
    - Consumer problems.
    - Problems of age, sex, or race discrimination.
- Describe the available resources for dealing with emergencies:
    - Emergency medical services.
    - Police services.
    - Fire services.
    - Crisis centers.
    - "Hotlines."
    - Transportation services.
    - Food services.
- Serve as a "sounding board" for those with problems (see Counselor).
- Provide moral support (see Counselor).
- Show compassion for those with problems (see Counselor).
- Encourage the development of "common sense."
- Prepare and help individuals and families to deal with a crisis or disaster.
- Identify and use information resources to locate community facilities and services.
- Use contacts constructively when seeking assistance with a problem.
- Identify those people in community agencies, organizations, and services who can help me cut through "red tape."
- Identify, use, and direct others to legal services:
    - Adoption.
    - Alimony.
    - Child support.

  - Divorce/separation.
  - Domestic court.
  - Juvenile court.
  - Probation.
  - Small claims court.

  (See Civil/Legal Rights Worker.)

- Think and behave rationally when dealing with an emergency.

- Set priorities in handling an emergency.

- Develop support systems to deal with emergencies.

- Teach others procedures to deal with emergencies.

- Identify and direct others to sources of food, clothing and shelter during personal crises or emergencies.

- Identify community resources that can supplement what a family has available:

  - Social services.
  - Educational facilities and programs.
  - Religious facilities and programs.
  - Cultural facilities and programs.
  - Library and other informational facilities and programs.
  - Transportation programs.

- Identify and use resources relevant to different cultural, ethnic and religious heritages.

- Describe the major considerations in selecting:

  - Support systems for emergencies.
  - Child care services.
  - Church or religious centers.
  - Funeral or mortuary services.
  - Legal services.
  - Health care personnel, facilities and services.

- Identify, use, and direct others to counseling services:

  - Employment.
  - Education.
  - Emotional/personal problems.
  - Programs for the elderly.
  - Programs for women.

- Describe the various kinds of federal and state aid available for people who are eligible and how to obtain this assistance:

  - Aid to dependent children.
  - Social Security.

  - Unemployment compensation.
  - Medicare/Medicaid.
  - Food stamps.

- Identify, use and refer others to tenant's rights, welfare rights, block associations and other "grass roots" groups which bring about social change (see Advocate/Change Agent).

- Demonstrate my awareness of government programs and funding procedures.

- Help others identify funding sources which can meet the needs of a group or the community.

- Assist others in developing proposals to obtain funds for social programs and services (see Fund Raiser).

CONSUMER ECONOMICS SPECIALIST

A consumer economics specialist is able to evaluate the quality of goods and services, select goods and services wisely, determine if consumers are being treated in a just manner, and obtain assistance on consumer problems.

As a consumer economics specialist, I can:

- Evaluate the quality of the purchases I make:
    - Food.
    - Clothing and other textiles (curtains, linens, rugs, etc.).
    - Housing.
    - Household items (appliances, furniture, etc.).
    - Automobiles.
    - Children's toys and games.
    - Services (child care, insurance, repairs, etc.).
- Determine from among several items of comparable quality which is the best buy, taking into consideration:
    - Cost.
    - Durability.
    - Frequency of use.
    - Type of use.
    - Style and other changes.
- Use unit pricing and other techniques to compare costs of items sold in different amounts and quantities.
- Detect potential health and safety hazards in items and avoid purchasing them:
    - Food.
    - Clothing and textiles (curtains, linens, rugs, etc.).
    - Housing.
    - Household items (appliances, furniture, etc.).
    - Automobiles.
    - Children's toys and games.
    - Services.
- Locate, use, and direct others to information resources which can help with:
    - Evaluating the quality of goods and services.
    - Evaluating health and safety hazards in goods and services.
    - Identifying best buys, savings in costs, etc.
- Identify, use, and direct others to groups and organizations which can help them with consumer problems (see Community Resources Specialist).
- Organize or take part in a food cooperative in order to achieve savings in the cost of grocery items.

- Organize or use other cooperatives to achieve savings.
- Select living quarters to meet my family's needs and circumstances.
- Describe my rights and responsibilities as a tenant.
- Help others obtain their rights as tenants.
- Describe my rights and responsibilities as a homeowner.
- Read and interpret a:
  - Lease.
  - Contract.
  - Warranty.

  (See Civil/Legal Rights Worker).
- Know what recourse a consumer has when:
  - A purchase does not function properly.
  - An item cannot be repaired.
  - A purchase has health or safety hazards.
  - An item or service purchased is not as advertised.
  - Services are not performed as agreed or promised.

  (See Civil/Legal Rights Worker).
- Select stores and services that best meet my family's needs and circumstances.
- Locate the true "discount" stores.
- Select insurance policies and plans (health, life, tenant, homeowners, auto, etc.) that are most appropriate to my family's needs and circumstances and explain the rationale for the specific policy chosen.
- Use my talents as resources by:
  - Making, altering, and repairing clothing for family members (see Clothing and Textile Specialist).
  - Canning, freezing and other home preparation of food.
  - Making simple home repairs (see Home Maintenance Technician).
  - Making household furnishings (bookcases, curtains, furniture, slipcovers, etc.).
  - Trading my services or goods which I have produced to obtain other goods or services.
- Select bank accounts, savings plans, and investments that best meet my family's needs and circumstances (see Financial Manager).
- Identify, use, and direct others to free or low-cost public services (see Community Resources Specialist).
- Analyze advertising and identify misleading material.

- Analyze sales promotions and determine if real savings are available.

- Investigate credit options and select those most appropriate to my family's needs and circumstances.

- Use credit cards and other forms of credit wisely.

- Know when to avoid credit and loans.

- Describe how to shop for a loan or mortgage.

- Demonstrate my skills as a consumer or monitor of consumption by:

    - Buying and using various products in the commercial market.
    - Knowing the advantages and disadvantages of various types of kitchen appliances and utensils.
    - Knowing which cleaning products and tools do the job most effectively and easily.
    - Knowing when medicines are needed, how to determine which brand is the most effective and economical, and how much to use of them.
    - Selecting good schools and knowing about other community educational resources.
    - Selecting and purchasing clothing that will be appropriate and durable.
    - Determining which home repairs are most appropriately, safely and cost-effectively done by a professional and which can be done by family members.

COOK/NUTRITIONIST

A cook prepares food for others. A nutritionist plans meals taking into account food values and dietary needs.

As a cook/nutritionist, I can:

- Serve attractive and palatable meals, taking into account:
    - Color, texture and appearance of food.
    - Nutritional needs of individuals to be served.
    - Available budget and food costs.
    - Food available and the likes and dislikes of individuals or groups served.
    - Preparation time and requirement.
- Prepare appetizing portable meals:
    - For invalids and shut-ins.
    - For picnics and outdoor meals.
- Package portable meals so as to prevent spoilage and maintain an attractive appearance.
- Adapt recipes to serve larger or smaller numbers of people.
- Cook food in large quantities to serve to groups of:
    - Preschool children.
    - School-age children.
    - Adults.
    - Ill or hospitalized individuals.
    - Elderly.
- Prepare meals or adapt recipes to meet allergy problems or special diet needs.
- Prepare food specialties for a regional, ethnic or cultural group.
- Evaluate the cost and nutritional values of alternative methods of preparing the same foods (see Consumer Economics Specialist).
- Take advantage of regional specialties and seasonal foods.
- Store food to preserve nutritional qualities and prevent spoilage.
- Describe common food spoilage problems and how they can be prevented.
- Read food labels to evaluate quality and weight of contents.
- Evaluate fresh fruits and vegetables for freshness.
- Evaluate meat, fish and poultry for quality and freshness.

- Determine the appropriate quantity of food to buy.
- Utilize recipes and cookbooks.
- Prepare food according to a variety of methods.
- Preserve food for later use by freezing or canning.
- Select, use and care for kitchen appliances and utensils.
- Use kitchen equipment safely.
- Conserve energy in food preparation and storage.
- Plan and prepare nutritious snacks.
- Compare the cost and nutritional value of convenience food, "junk" food, and home prepared equivalents (see Consumer Economics Specialist).
- Prepare and utilize garnishes to make a meal more appealing.
- Demonstrate knowledge and understanding of the basic elements of nutrition by:
    - Assessing the nutritional needs of the people and/or animals for whom I am responsible.
    - Describing the variations of nutritional needs relative to age, exercise, body weight, metabolism, and special conditions like pregnancy or nutritional deficiencies.
    - Describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
    - Describing symptoms of various nutritional deficiencies or excesses and their remedies (such as poor night vision from lack of vitamin A).
    - Describing the ramifications of the special diets of which I am familiar.
    - Describing the basic nutrients (fats, carbohydrates, proteins, vitamins, and minerals) and how they are digested and used by the body.
- Demonstrate skills related to cost effective nutritional planning by:
    - Using effectively the resources available to me, or potentially available to me, i.e., available time (mine and other's), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.), information, and money and how they influence my ability to be effective.
    - Dealing with a sudden change in resources.
    - Obtaining help from social service agencies if my resources are limited, suddenly reduced, or changed by an emergency.
    - Buying in bulk or in smaller quantities, depending upon the appropriateness of each to the situation.
    - Obtaining food from various sources (growing ones own, co-ops, farmers' markets, specialty stores, large chain grocery stores).
    - Selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).

- Demonstrate skills associated with food preparation and storage by:
  - Describing the methods I have used to store various kinds of foods (canning, freezing, etc.).
  - Describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - Describing the health and safety precautions needed during food preparation and methods of dealing with emergencies which may occur.
  - Describing methods of determining the nature of various cooking conditions or problems and what corrective procedures can be taken.
  - Properly using various food preparation appliances, utensils, etc.
  - Describing the meaning of terms used in cookbooks.
  - Describing the characteristics of measurement and converting quantities from one measurement system to another.
  - Describing special food preparation techniques for serving large numbers of people or for unusual nutritional needs such as ethnic, gourmet, fat-free or food allergy diets.
  - Describing differences in food selection and preparation in various cultures.

- Demonstrate skills in meeting nutritional needs outside the home by:
  - Describing the advantages and disadvantages of food sources which might be considered while traveling.
  - Describing sources of food, other than restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).

- Demonstrate knowledge of food poisoning by discussing its causes.

- Demonstrate knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.

- Teach others good nutritional practices (see Teacher/Trainer).

COUNSELOR

Counselors advise people who are seeking assistance with a problem. Informal counseling often occurs in conjunction with other activities, such as managing personnel or serving as an advocate/change agent. Formal counseling programs frequently require training prior to beginning work; paraprofessionals and volunteers in these programs typically work under the supervision of a professional.

In my work as a counselor, I can:

- Establish rapport with the person seeking advice.
- Use techniques which help people to talk spontaneously by:
    - Selecting an appropriate physical setting for counseling.
    - Showing receptiveness by giving attention and by listening carefully.
    - Using reinforcements (both verbal and nonverbal) for encouragement and support.
    - Describing how facial expression, posture, and tone-of-voice affect communication.
- Build client confidence toward the counseling agency.
- Demonstrate my questioning skills by:
    - Using exploratory questions to obtain background information.
    - Knowing how and why to use open-ended questions.
    - Using probing techniques to obtain further information.
    - Describing two-step probing and its use.
    - Adapting my questioning to the background of the person and to the nature of the problem.
    - Using double-edged questions to help individuals obtain greater insight.
    - Avoiding leading questions.
    - Using softening techniques when using direct questions.
    - Phrasing questions so as to help the respondent "save face."
- Demonstrate my listening skills by:
    - Describing the qualities which make for an effective listener.
    - Showing how my objectives (both long-range and short-range) as a listener influence my listening approach.
    - Using techniques to determine if what I have heard is what the person wanted me to hear.
    - Using techniques to give listening feedback.
- Describe different counseling techniques and show how and when each is used.
- Describe the psychological theories on which different counseling techniques are based.
- Demonstrate my awareness of the legal and ethical problems related to confidentiality.

- Demonstrate techniques to control the interchanges in counseling situations by:
    - Using techniques to expand or limit the focus of the discussion as needed.
    - Using methods to help a person expand the options under consideration.
    - Using methods of values clarification.
    - Describing how to determine when a situation needs to be referred to others.
    - Discussing various approaches to decision making and the rationale for each.
    - Controlling the pace of the interchange.
    - Using techniques to exclude irrelevant detail.
    - Using interview guides when appropriate to structure the situation.
- Identify an individual's problems and difficulties by a variety of methods, such as:
    - Question and interview an individual to obtain information.
    - Observe an individual's performance or interactions with others to identify problems.
    - Work with an individual's family, co-workers, teachers, or others to identify problems.
    - Use tests or other diagnostic devices to identify problems.
- Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem.
- Describe the kinds of information necessary to handle different types of counseling problems.
- Interpret data and use it in counseling, such as:
    - Interview and background.
    - Observational data.
    - Test data.
    - Other. (Specify) ______________________________

      ____
- Do referral counseling, such as:
    - Build resources for referral.
    - Describe methods and considerations in using referral resources.
    - Use appropriate techniques for people seeking help for themselves and for others.
    - Demonstrate the special skills needed in phone referral counseling.
- Do intake or entrance interviewing, screening, and placement.
- Determine the urgency of a problem or concern and handle it appropriately.
- Handle crisis intervention by:
    - Identifying crisis situations.

  - Dealing pro-actively with the people surrounding the crisis.
  - Describing responses to different kinds of crisis situations.
  - Demonstrating my ability to make priorities in handling a crisis and the factors to be considered.
  - Describing the special skills needed for dealing with particular crises situations, such as:

    - Alcohol problems.
    - Drug problems.
    - Disasters (earthquake, flood, etc.).
    - Poisoning.
    - Rape.
    - Other. (Specify) ______________________________

      ____

- Demonstrate techniques for dealing with people who complicate a crisis situation rather than aiding it.

- Demonstrate the skills required in career counseling and life guidance by:

  - Using tests and other devices to assess aptitudes and interests.
  - Describing resources which can be used to assess interests and determine alternatives.
  - Using methods to implement and follow up decisions.

- Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations by:

  - Describing the cues which can be used to assess state (emotional, physical, etc.).
  - Distinguishing between techniques appropriate for group and individual counseling or therapy.
  - Describing the cues which can be used to determine the effectiveness of counseling.
  - Demonstrating skills which support professional counseling.
  - Using special techniques in group counseling to develop group solidarity, to deal with group conflict resolution, and to elicit self-disclosure, etc.
  - Using cues to help understand group processes and interaction.
  - Demonstrating skills used as support for professional counseling.

FINANCIAL MANAGER

Managing finances involves responsible allocation and monitoring the use of personnel, time, and resources so as to exercise control of money and resources for a family or for an organization, program or activity.

As a financial manager, I can:

- Plan ahead and set monetary goals.
- Plan and prepare budgets using:
    - Fund budgeting.
    - Program budgeting.
    - Other budgeting techniques. (Specify) ______________________________
- Budget existing funds.
- Present the rationale and justification for a budget.
- Maintain family financial records.
- Understand and interpret a budget.
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with family or organizational needs and objectives.
- Demonstrate knowledge of the fundamentals of investing by explaining which investments were made or considered and why.
- Demonstrate a knowledge of various types of investments and the advantages

and/or disadvantages of each: Stocks _____, Bonds _____, Money Market Instruments _____, and Other _____.

- Apply the "total return" concept to investments when appropriate.
- Monitor an investment program and evaluate its effectiveness in relation to:
  - Organizational or family needs.
  - Other investment programs.
  - Economic and market indicators.
- Select bank accounts, insurance policies, etc., that are the "best buys" which meet family or organizational needs.
- Establish work flow and work load procedures.
- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.
- Conduct salary administration and performance reviews for paid workers.
- Establish and maintain quality control procedures for individuals and products.
- Train others in financial management procedures (see Teacher/Trainer for related skills).
- Determine prices on the basis of cost and overhead factors when a product or service is sold.
- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.
- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.
- Demonstrate my skills as a consumer or monitor of consumption (see Consumer Economics Specialist).
- Demonstrate my knowledge of laws which can affect family or organizational finances by:
  - Describing laws related to family finances and such circumstances as death, divorce, child support, etc.
  - Describing bankruptcy laws and procedures.
  - Describing home/business laws and procedures.
  - Describing laws related to income taxes, social security taxes, etc., and using them to maximize savings and/or income.
  - Describing social services legally available from the government or service agencies and the process of obtaining them.

- Demonstrate my knowledge of real estate by:
  - Discussing the (dis)advantages of (long- and short-range) buying, renting, condominium owning, etc.
  - Evaluating a neighborhood's appropriateness to family needs.
  - Knowing how to evaluate structure, plumbing, wiring, sewage, etc., when selecting a house or apartment.
- Evaluate a real estate purchase by:
  - Describing how to obtain information on taxes, loans, zoning, forecasted real estate charges, etc.
  - Discussing the relative importance of these factors.
- Prepare and defend income tax returns.

FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (see Problem Analyst/Researcher for related skills).
- Plan a fund-raising activity, including:
  - Identifying objectives and specific goals.
  - Identifying potential sources of funds from:
    - Government (local, state, federal).
    - Business and industry.
    - Foundations.
    - Individuals.
    - Other organizations.
  - Selecting methods and strategies appropriate both to organizational image and potential funding sources.
  - Estimating requirements for people, materials, and time.
  - Estimating cost of a fund-raising effort.
- Demonstrate knowledge and understanding of the code of ethics regarding fund raising.
- Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising.
- Utilize the tools of fund raising by:
  - Demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
  - Demonstrating a knowledge of financial management (see Financial Manager).
  - Demonstrating knowledge of proposal preparation skills (see Problem Analyst/Researcher for related skills).
  - Demonstrating knowledge of techniques in preparing promotional materials (see Public Relations/Communications Worker for related skills).
  - Demonstrating an understanding of the motivations and needs involved in contributing to a group, organization, or program and methods to build on these.
- Administer a fund-raising program, including:
  - Selecting or recruiting staff and workers.
  - Training others in fund-raising techniques (see Teacher/Trainer for related skills).
  - Determining strategy.
  - Determining the target group.
  - Making work assignments and monitoring progress.

  - Setting and communicating the goal.
  - Coordinating multifaceted efforts.
  - Assessing and reporting on progress.
  - Modifying plans to meet changing circumstances.

- Raise funds by selling a product or service, including:

  - Selecting products or services to sell which are appropriate to the organization/agency image.
  - Selecting a clientele or target population.
  - Researching cost/benefit factors for alternative products, services, and delivery systems (see Financial Manager).
  - Planning and monitoring product or service delivery.
  - Selecting and recruiting sales personnel.
  - Training sales personnel.
  - Selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
  - Determining if sales permits, leases, etc., will be needed and obtaining them.
  - Planning and implementing methods to monitor personnel, money, and materials (see Financial Manager).
  - Planning and implementing publicity for the product or service (see Public Relations/Communications Worker).
  - Maintaining records which will help others planning similar sales programs in the future.
  - Developing techniques or procedures for return or repayment of products, on sale or slow-moving products, etc.

- Raise funds by staging a special event, including:

  - Selecting the type of event which will be appropriate to organization/agency image.
  - Deciding if the event should be targeted to a specific clientele or to the general public.
  - Determining the cost/benefits of alternative types of events.
  - Planning and implementing publicity (see Public Relations/Communications Worker).
  - Organizing a plan for staging the event.
  - Selecting and recruiting individuals to work on various types of tasks and activities.
  - Training staff and participants (see Teacher/Trainer).
  - Obtaining and organizing materials.
  - Determining if permits and permission will be needed and obtaining them.
  - Selecting sites and locations for the event on the basis of factors such as target population, cost, etc.
  - Monitoring the work of staff.
  - Keeping records that will be of use to others planning similar special events.

- Raise funds from government, corporations, and/or foundations by:

  - Researching special interests of potential funding sources (see Problem Analyst/Researcher).

  - Preparing a proposal.
  - Contacting appropriate funding sources.
  - Promoting a proposal, project, or special need.
  - Preparing reports which demonstrate the organization or agency's accountability to the funding agency.

- Raise funds from the public through a campaign, including:

  - Planning the campaign theme and organizational strategy.
  - Recruiting workers for different levels of responsibility and different kinds of tasks.
  - Training and motivating workers (see Teacher/Trainer).
  - Preparing materials to be used in the campaign (see Public Relations/Communications Worker).
  - Monitoring the progress of the campaign.
  - Revising staffing and strategy to deal with emergencies or with inadequate public response.
  - Preparing reports which will be of assistance to others planning similar campaigns in the future.

GROUP LEADER

The leader of a youth group or a serving organization devises and implements programs which help people to develop and learn.

In my work as a group leader, I can:

- Articulate the philosophy of the organization or sponsoring group.
- Describe how the components of the program relate to organizational philosophy.
- Demonstrate a knowledge of human growth and development (see Child Care Specialist).
- Demonstrate a knowledge of theories of learning (see Teacher/Trainer).
- Demonstrate a knowledge of teaching methods and materials. (Specify areas) ______________________________
- Select activities which will help people learn desired skills and attitudes.
- Determine the cost/effectiveness of alternative program components (see Financial Manager).
- Plan and coordinate a group program, including:
    - Defining program objectives.
    - Involving group members in program planning.
    - Selecting activities which will most efficiently lead to meeting the program objectives.
    - Selecting activities which are most appropriate for the age, background, and experience of group members.
    - Preparing program materials.
    - Determining the budget for the program.
    - Deciding on methods to evaluate the program.
- Administer a program, including:
    - Selecting and/or recruiting others for various responsibilities.
    - Training other adults as leaders or assistants (see Teacher/Trainer).
    - Helping group members take on leadership roles within the organization.
    - Working with members of the supervising board or agency.
    - Determining the effectiveness of various program components in meeting organizational goals.
    - Assessing the effectiveness of other leaders.
    - Organizing committees to carry out tasks.
    - Keeping records of individual and group progress.
    - Keeping budget and financial records (see Financial Manager).
    - Coordinating activities of various groups.
    - Securing financial resources (see Fund Raiser).
- Direct a group, including:

  - Organizing and conducting meetings.
  - Teaching activities such as: games, crafts, music, dance, dramatics, health and safety, art, outdoor/camping skills (see Recreation Worker).
  - Teaching citizenship, interpersonal skills, and democratic processes.
  - Demonstrating a knowledge and use of techniques and equipment specific to the organization's program.

- Abide by an organization's standards.

- Provide guidance and counseling to people when appropriate (see Counselor).

- Use appropriate techniques to deal with interpersonal problems.

- Use audiovisual equipment.

- Provide leadership for a youth group, including:

  - Demonstrating a knowledge of children's games (see Recreation Worker).
  - Storytelling, including demonstrating a knowledge of children's literature (see Library Assistant).
  - Demonstrating a knowledge of safe procedures for children's activities.
  - Describing how youth groups serve as socializing agents.

- Identify, use, or refer people to other groups or resources in the community that can supplement the group program (see Community Resources Specialist).

HEALTH CARE WORKER

A health care worker is responsible for providing in a home, hospital, or other institution, under the supervision of a medical care professional, services that will meet the physical and emotional needs of persons who have been injured in an accident, or who are physically or mentally ill due to acute or chronic disease, handicap, or other causes.

As a health care worker, I can:

- Provide a safe environment for a patient, including:
  - Installing special equipment where needed (e.g., shower bars, bed rails, etc.).
- Provide for the physical and emotional comfort of a patient.
- Provide for adequate substitute care when I am unavailable.
- Identify and fill the special nutritional needs of patients who are acutely ill and/or convalescing, including:
  - Planning and preparing meals to maximize nutritional value.
  - Following special diets and preparing special meals as required by the patient's condition.
  - Enhancing the appearance of food so as to stimulate a lagging appetite.
  - Supervising a patient's adherence to special diets.
- Provide for effective medical care for the patient, including:
  - Securing appropriate professional medical advice when needed.
  - Obtaining emergency medical treatment as necessary.
  - Performing routine home nursing procedures.
  - Transporting the patient to health facilities.
  - Practicing preventive medicine.
  - Knowing how to perform first aid if necessary.
  - Administering medication as directed by medical practitioners.
  - Knowing and recognizing symptoms of change or complication of a patient's condition.
  - Changing dressings.
  - Administering enemas or douches.
- Maintain hygienic conditions for the patient, including:
  - Keeping the patient's surroundings clean and germ free.
  - Regularly laundering clothing and bed linens.
  - Helping the patient with personal grooming--bathing, hair care, mouth and tooth care, nails.
  - Changing bed linens without unduly disturbing the patient.
- Identify and appropriately use resources in the community which may enrich the life of the patient, including:
  - Public services (visiting nurse association; meals for the elderly;

transportation to public facilities, institutions, and events; Medicare and Medicaid; recordings for the blind, etc.).

  - Individual services (large-print newspapers and books, home hair care and grooming, home-bound teachers, etc.).

- Document patient progress as needed, including:

  - Using a thermometer to assess temperature fluctuations.
  - Knowing and noting symptoms of change in the patient's state.
  - Keeping records of medication given and noting side effects, if any.

- Recognize and provide for the psychological and social needs of the ill and/or elderly, including:

  - Dealing with anxiety, depression, loneliness, and fear.
  - Providing moral support.
  - Knowing when to allow visitors and when not to.
  - Dealing openly and honestly with illness and/or the possibility of death.

- Respect and observe precautions concerning confidentiality of patients and patient histories.

- Follow orders and accept supervision from health care professionals.

- Act as a courier between various departments of the institution.

- Learn and apply the rules of a specific institution in:

  - Greeting patients and visitors.
  - Answering telephones.
  - Providing information.
  - Maintaining and handling records.
  - Escorting patients.
  - Operating equipment (wheelchairs, stretchers, elevators, etc.).
  - Using special terminology and abbreviations.
  - Entering patient's or treatment rooms.
  - Directing questions to appropriate sources.
  - Discharging patients.

- Provide support and guidance to patients and their families under the supervision of a member of the religious ministry (see Counselor).

  - Plan for and help the patient enjoy appropriate exercise and recreation.
  - Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness.

- Maintain needed supplies for the patient, including:

  - Keeping medicine and first aid supplies on hand.
  - Shopping for personal items required by the patient.

- Provide general assistance in the emergency room, including:

  - Assisting professional staff in giving personal and individual attention to patients.
  - Providing support to patients' families.
  - Holding patients for suturing, intravenous medications, and injections.
  - Transporting patients to other parts of the institution via stretcher or wheelchair.
  - Keeping equipment closets and cabinets well stocked.

- Provide general assistance in the out-patient department, including:

  - Meeting patients.
  - Alerting appropriate personnel when emergencies occur.
  - Filling out initial information sheets.
  - Escorting patients to treatment.
  - Filing and pulling charts.
  - Performing errands for the patient's family, making phone calls, watching children, offering coffee.
  - Avoiding interference with professional staff activities.

- Deliver flowers to patients and maintain flowers in proper condition (see Horticulturist/Floral Designer).

- Distribute and collect menus and help patients to select meals.

- Assist in the pharmacy by:

  - Helping to salvage unused medications.
  - Packaging medicines.
  - Performing stock control activities: filing, checking, and verifying stock.

- Provide recreational activities for patients, including:

  - Yoga.
  - Indoor gardening.
  - Grooming.
  - Arts and crafts projects.
  - Sports.
  - Drama.

- Set up and maintain libraries or magazine collections for patients (see Library Assistant).

- Assist in the hospital laboratory, including:

  - Caring for laboratory animals (see Animal Care Specialist).
  - Conducting laboratory procedures under the direction of the professional staff (prepare slides, prepare samples for analysis, etc.).
  - Recording the results of laboratory tests and procedures.

- Organize, supervise and maintain a playroom for young patients.

- Care for a patient promptly and efficiently at the scene of an accident, including:

  - Analyzing the situation and recognizing the potential problems.
  - Setting priorities under stress.
  - Attending to life-threatening emergencies first.
  - Providing for the safety and protection of the patient and caring for injuries.
  - Searching for medical identification information.

- Control an accident scene, including:

  - Examining the patient for injuries.
  - Removing the patient from life-threatening situations.
  - Exercising care in handling an ambulance.
  - Dealing with bystanders, and taking history from bystanders if necessary.
  - Assuming a subordinate role if physician is present.
  - Correcting life-threatening problems and immobilizing injured parts.
  - Extricating the patient so as to minimize damage to injured parts.
  - Responding to patient's and family's needs for comfort and reassurance.

- Provide safe and efficient transport (see Transportation Specialist) and continuing care of the patient on the way to the hospital, including:

  - Driving emergency vehicle carefully to minimize disturbance to patient.
  - Knowing and abiding by laws and traffic regulations pertaining to ambulances.
  - Knowing efficient routes and alternate routes to the hospital.
  - Making proper use of lights and sirens.
  - Riding in compartment with patient.
  - Continually observing and protecting patient.
  - Administering care as indicated or instructed.

- Provide orderly transfer of patient and patient information to hospital emergency department, including:

  - Communicating vital information.
  - Delivering patient to emergency department.
  - Alerting emergency room to potentially high priority situations.
  - Assisting emergency department staff as requested.
  - Complying with hospital regulations.

- Perform communication functions, including:

  - Dispatching ambulances (see Transportation Specialist).
  - Requesting additional resources (police or fire).
  - Alerting emergency room personnel of arrival and condition of patient.
  - Operating radio communications equipment.
  - Following Federal Communications Commission (FCC) regulations concerning equipment.

- Keep records and make reports, including:

  - Interrogating patient, relatives, bystanders.
  - Providing information to medical staff and/or police regarding state of patient and circumstances surrounding accident.

- Perform basic life-support functions, including:

  - Treating shock.
  - Treating trauma and burns.
  - Applying splints and bandages.
  - Performing cardiac resuscitation.
  - Using airway adjuncts.

- Diagnose and treat medical emergencies:

  - Epileptic seizures.
  - Traumatic shock.
  - Insulin shock.
  - Hemorrhaging.
  - Poisoning.
  - Heart attack.
  - Childbirth assistance.
  - Psychiatric emergencies.

- Care for emergency vehicle and equipment, including:

  - Maintaining vehicle in a state of readiness (see Transportation Specialist).
  - Replenishing supplies.
  - Decontaminating and cleaning equipment routinely after use.

HOME MAINTENANCE TECHNICIAN

A home maintenance technician cares for a home and for the equipment in it.

As a home maintenance technician, I can:

- Manage the overall maintenance of my home, including:
    - Assessing what needs to be done.
    - Determining the costs and time involved, including the consequences of postponing the work.
    - Giving priority to tasks and determining the best sequence when several tasks must be undertaken.
    - Determining which tasks I can do.
    - Selecting people to make other repairs on the basis of:
        - Information from others, reputations of workers.
        - Cost and time estimates.
        - Inspection of other work which the repairer has done.
    - Inspecting home maintenance work and determining if it was/is done properly.
    - Knowing how to take legal recourse if repairs are improperly or poorly done.
    - Knowing how to take legal recourse if the owner of a building in which I am a tenant fails to keep it adequately maintained.
- Demonstrate my knowledge and skills in carpentry and construction, including:
    - Designing projects to build:
        - Toys.
        - Furniture.
        - Built-ins and/or cabinets.
        - Rooms and/or other house additions.
    - Executing projects by:
        - Building toys.
        - Making furniture.
        - Making built-ins and/or cabinets.
        - Adding onto a house or other room changes.
        - Planning for house remodeling.
        - Remodeling a house.
        - Drawing up construct blueprints and layouts.
        - Interpreting construct blueprints and layouts.
        - Selecting appropriate materials for construct or remodeling.
        - Paneling a wall.
        - Installing ceiling tiles.
        - Installing a fireplace.
        - Replacing/rehanging a door.

  - Selecting and installing woodwork, wood trim, and wood mouldings to create an architectural effect.
  - Applying caulking and/or weather stripping.
  - Selecting appropriate insulation and/or energy conserving materials for use in construction or remodeling.
  - Installing insulation.
  - Identifying different kinds and qualities of woods.
  - Knowing what types and qualities of wood are best for various construction uses.
  - Demonstrating proper care and use of carpentry tools.
  - Selecting the appropriate carpentry and construction tools for a job.
  - Installing kitchen cabinets and/or counter tops.
  - Being alert to the accident hazards around construction and taking accident prevention measures.

- Demonstrate my knowledge and skills in masonry work, including:

  - Installing tiles in a bathroom, on a kitchen counter, or for flooring.
  - Making a cement walk, terrace, or driveway.
  - Making or repairing a flagstone, cement block, or brick walk, floor, or terrace.
  - Making or repairing a stone, cement block, or brick wall or fence.

- Apply putty around loose panes of glass.

- Replace broken panes of glass.

- Repair or replace flooring, including:

  - Installing carpet tiles or vinyl/asphalt floor tiles.
  - Installing sheet vinyl, asphalt, or linoleum flooring.
  - Installing wall-to-wall carpeting.
  - Installing parquet or hardwood floors.
  - Refinishing hardwood floors.
  - Installing ceramic tile, quarry tile, flagstone, or brick floors.

- Make mechanical repairs on household items.

- Make or repair fences and other outdoor features, including:

  - Selecting the most appropriate materials for fences and outdoor features.
  - Sealing or resurfacing an asphalt (blacktop) driveway or walk.
  - Designing and/or drawing plans for fences, walkways, and other outdoor features.
  - Making an asphalt (blacktop) walkway.
  - Using railway ties, cement blocks, bricks, etc., to edge walks, create steps, or make raised flower beds.
  - Making or repairing wire fencing.
  - Making or repairing wooden fencing.

- Demonstrate my knowledge and skill in making electrical repairs, including:

  - Preventing problems in the electrical system and appliances.

- Diagnosing electrical problems.
- Correcting problems in the electrical system and appliances by:

    - Replacing batteries, light bulbs, and fuses correctly.
    - Replacing TV tubes.
    - Installing a TV or hi-fi antenna.
    - Installing a TV or hi-fi signal splitter.
    - Rewiring lamps, plugs, and/or small appliances.
    - Rewiring, installing, or replacing electrical switches, outlets, fixtures, or wiring.

- Making proper use of electrical repair equipment and diagnostic instruments.
- Observing safety procedures when working with electricity.
- Building a radio, intercom, stereo, or TV from a kit.
- Assembling and installing an electronic burglar alarm from a kit.
- Knowing what to do when an emergency problem occurs with the electrical system or an electrical appliance.

- Cope with problem insects and pests, including:

- Preventing household pest and insect problems.
- Diagnosing evidence of pest and insect problems.
- Selecting the best pest or insect control technique for a given problem.
- Using pesticides and/or insecticides safely and correctly.
- Exterminating when necessary:

    - Rodents (mice, rats, etc.).
    - Insects (ants, roaches, termites, etc.).

- Demonstrate my knowledge and skill in making plumbing repairs, including:

- Preventing problems in the plumbing system.
- Diagnosing problems in the plumbing system.
- Correcting plumbing problems by:

    - Replacing washers, gaskets, etc.
    - Using a "plumber's friend" or other techniques to clear blocked plumbing.
    - Adjusting or replacing a toilet flush mechanism.
    - Removing items from drain traps.
    - Replacing faucets, shower heads, etc.
    - Repairing/replacing leaky pipes.
    - Using shut-off valves to prevent plumbing emergencies.
    - Making proper use of plumbing tools.
    - Observing safe procedures when working with plumbing.

- Demonstrate my knowledge and skill in papering, painting, and plastering including:

- Selecting the most appropriate wall covering for a given use, location or problem.
- Selecting the correct paint for a given use, location or problem.

- Selecting equipment best suited for applying different types of paints and/or for different surfaces.
- Applying paint using a brush, roller, or spray.
- Maintaining painting equipment.
- Using spackle or other materials to repair or patch walls or ceilings.
- Constructing a wall or ceiling using dry-wall (plasterboard).
- Constructing a wall or ceiling using plaster or stucco.

HOME PLANNER AND DESIGNER

A home planner and designer selects a house or apartment, plans the furnishings and decor, and carries out or arranges for and oversees the implementation of these plans.

As a home planner and designer, I can:

- Select living quarters which meet family tastes and needs, taking into account:

  - Location (access to schools, work, shopping, recreation, family and friends, freedom from hazards, noise, problems, etc.).
  - Cost (mortgage, rent, taxes, owner's fees, etc.).
  - Availability of services and utilities.
  - Design.
  - Structural quality.
  - Room arrangement and traffic flow.
  - Number and types of rooms.

- Develop a plan for interior design by:

  - Analyzing the physical elements to be considered in planning and decorating a room (dimensions, placement of windows, heating system, etc.).
  - Analyzing the nonphysical elements to be considered in home design (use by children, aged, or handicapped; cleaning, and preservation of decor; flexibility, family values, etc.).
  - Analyzing how resources currently available can best be used (existing furniture, carpeting, accessories, etc.).
  - Determining possible changes or additions and the cost and consequences of each.

- Develop a multistage decorating plan if resources are not available to implement all desired changes.

- Apply principles of color, texture, and design in home decorating.

- Create original home designs.

- Describe and demonstrate how color, light, and space can be used to alter room appearance.

- Identify aesthetic guidelines for evaluating and planning home design (balance, proportion, etc.).

- Research products cr materials with which I am unfamiliar (see Problem Analyst/Researcher).

- Research architectural and home furnishing styles of historical or regional interest (see Problem Analyst/Researcher).

- Prepare scale drawings of a room or house for use in decorating or in historical restoration (see Artist/Craftsperson).

- Identify resources which can aid me in restoring an older home or in assessing the value of a new one.

- Determine furniture needs.

- Restore, refinish and recycle furniture (see Home Maintenance Technician).

- Arrange furniture in an attractive and functional manner.

- Select upholstery or slipcovers for furniture, taking into consideration:

    - Cost.
    - Durability.
    - Ease of maintenance.
    - Color, texture, and style.

- Upholster furniture (see Clothing and Textile Specialist).

- Make slipcovers (see Clothing and Textile Specialist).

- Evaluate quality when selecting household goods and furniture (see Consumer Economics Specialist).

- Determine floor treatments and floor-covering needs.

- Finish and refinish wooden floors (see Home Maintenance Technician).

- Select rugs, carpets and other floor coverings, taking into consideration:

    - Cost.
    - Existing condition of the floor.
    - Durability.
    - Ease of maintenance.
    - Color, texture, and style.
    - Noise levels and need for noise control.
    - Traffic flow in area.

- Install linoleum, vinyl tile, or similar floor coverings (see Home Maintenance Technician).

- Install wall-to-wall carpeting or carpet tiles (see Home Maintenance Technician).

- Determine wall treatments.

- Select paint, wallpaper, or other wall treatments, taking into consideration:

    - Cost.
    - Existing condition of the walls.
    - Durability.
    - Ease of maintenance.
    - Color, texture, and style.

  - Noise levels and need for noise control.

- Paint a room (see Home Maintenance Technician).

- Wallpaper a room (see Home Maintenance Technician).

- Panel a room (see Home Maintenance Technician).

- Select ceiling treatment taking into consideration:

  - Cost.
  - Existing condition of the ceiling.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.

- Install ceiling tiles (see Home Maintenance Technician).

- Manage yard and garden care (see Horticulturist/Floral Designer).

- Manage the redecoration of a room or home:

  - Determine which tasks I can do.
  - Select people to do the work.
  - Negotiate contracts with workers or suppliers.
  - Read and interpret contracts and warranties (see Civil/Legal Rights Worker).
  - Explain my legal recourse if the work is improperly done, if furniture or goods are faulty, etc. (see Consumer Economics Specialist, and Civil/Legal Rights Worker).
  - Prepare cost estimates for work to be done.
  - Determine the best means of financing the redecoration (see Consumer Economics Specialist, and Financial Manager).
  - Keep accurate records of work and payments.

- Identify and correct conditions in the home which are fire or safety hazards.

- Prevent home conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.).

- Select household goods and products that do not present hazards.

HORTICULTURIST/FLORAL DESIGNER

A horticulturist/floral designer is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) trees, fruits, vegetables, flowers, and ornamental plants.

As a horticulturist/floral designer, I can:

- Demonstrate my knowledge of the environmental influences which affect plant growth by:
  - Describing the properties of various kinds of soil including:
    - How to test the soil.
    - How to change soil properties.
    - How to identify plants which need or provide various soil properties.
    - How to improve soil drainage or prevent erosion.
    - How to get assistance with soil problems.
    - How to mix fertilizers appropriately.
    - How to prepare compost or alter the soil properties organically.
    - How to prepare soil prior to planting.
    - How to maintain soil after the growing season--if outdoors.
    - How to use the tools frequently needed in all soil work.
  - Describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - Describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.
- Demonstrate my knowledge of the biological functioning of plants by:
  - Naming all the parts of various kinds of plants and the function they serve for the plant.
  - Describing the process by which a plant gets its nourishment.
  - Describing the process of regeneration for various kinds of plants.
  - Describing the classification system used in ordering plants into groups.
- Demonstrate my knowledge of planting and transplanting procedures by:
  - Identifying the special care to be taken while transporting and transplanting a tree, shrub, or plant.
  - Describing the qualities of a plant to be considered prior to purchasing or transplanting.
  - Describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
  - Selecting appropriately between the varieties of plants or seeds available to me.
  - Demonstrating planting techniques.
  - Selecting containers appropriate for various types of ornamental and/or indoor plants.

- Demonstrate my knowledge of hazards affecting plants and how to remedy them by:
  - Describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plants (bees and cross-pollination, lady bugs which eat aphids that eat leaves, etc.).
  - Detecting and diagnosing plant damage effectively.
  - Preventing damage to plants from insects and animals by using organic and/or inorganic methods.
  - Using various methods of weed control.
  - Describing the cost/effectiveness aspects of the various methods of insect and weed control described above.
  - Describing the resources available to me to obtain assistance with these kinds of problems.
  - Using and explaining any tools or materials used in pest or weed control.

- Demonstrate my knowledge of plant maintenance by:
  - Arranging my resources to allow for optimum plant maintenance.
  - Diagnosing a need for a change in maintenance procedures and proceeding to test my diagnosis.
  - Providing the care that different plants need for optimum growth.
  - Harvesting effectively.

- Demonstrate my knowledge of a particular method, or part of a method, for growing or caring for plants (organic gardening, creating hybrids, etc.).

- Demonstrate my in-depth knowledge of a particular kind of plant and its care.

- Demonstrate my knowledge of harvesting vegetables, fruits, and flowers.

- Demonstrate my knowledge of proper care for plant products (flowers once they have been cut; vegetables once they have been harvested).

- Demonstrate knowledge and techniques of plant pruning to facilitate growth and/or flowering under the following circumstances:
  - During the different seasons.
  - After transplanting.
  - For ornamental effects.

- Demonstrate my knowledge and skills as a landscape architect, including:
  - Evaluating and planning growing space based on needs and use.
  - Selecting trees, plants, paving, etc., appropriate to the site and use.
  - Changing outdoor areas in accordance with changing capabilities for care and maintenance.
  - Changing outdoor areas in accordance with changing use.

  - Evaluating plants, trees, shrubs, etc., before purchase, for their suitability to climate, location, growing conditions, etc.
  - Determining the cost of implementing and maintaining a given landscape plan.

- Apply principles of color, texture and design in floral arranging.

- Identify the aesthetic guidelines for planning floral arrangements (balance, proportion, etc.).

- Identify common plants and flowers and give their correct names.

HUMAN RESOURCES SPECIALIST

Human resource management involves allocating and monitoring the utilization of people, their time and their talents, within an organization, program, or activity.

As a human resources specialist, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity.
- Prepare a staffing plan and present the rationale for it.
- Prepare staffing need projections on the basis of historical data and analysis.
- Prepare staffing need projections on the basis of problem survey data (see Problem Analyst/Researcher).
- Explain the relationship between a particular job and organization/agency/program mission (see Teacher/Trainer).
- Prepare cost estimates for the use of personnel and their time (see Financial Manager).
- Determine the cost/effectiveness of alternative plans for personnel allocation.
- Select and/or recruit individuals for a variety of jobs.
- Prepare job descriptions.
- Prepare advertisements to recruit personnel (see Public Relations/Communications Worker).
- Target advertisements toward paid and/or volunteer workers.
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work.
- Arrange for and/or conduct the organizational socialization of personnel (see Teacher/Trainer).
- Arrange for and monitor the job training of personnel (see Teacher/Trainer).
- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations.
- Establish and maintain procedures to monitor work quality and quantity.
- Monitor the quality and quantity of work performed by individuals and/or task groups.

- Counsel with workers who are not performing up to organizational standards.
- Develop and use techniques which will minimize conflicts between paid and volunteer workers.
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems (see Counselor).
- Use recognition or other psychic rewards to keep volunteer workers involved and productive.
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development.
- Develop and maintain a system of evaluative records of job performance.
- Help supervisors deal with personnel problems.
- Maintain time and salary records for paid workers.
- Conduct salary administration and performance reviews for paid workers (see Financial Manager).
- Conduct performance reviews for volunteer workers.
- Handle outplacements and terminations.
- Train others in personnel management (see Teacher/Trainer).
- Understand and keep informed about labor laws (such as Taft-Hartley).
- Review and keep up-to-date on changes in state and federal laws for employee compensation and benefits.
- Develop an affirmative action program and monitor compliance.
- Plan and implement programs for staff development.
- Plan and monitor a retirement program.
- Deal with employee relations problems and develop programs to meet employee relations needs.
- Plan and implement personnel policies and review them regularly for needed changes.

LIBRARY ASSISTANT

A library assistant helps library users and assists the library staff in technical services.

As a library assistant, I can:

- Develop and/or maintain current files of special materials, such as:

  - Newspaper clippings.
  - Magazine articles.
  - Pictures.
  - Informal reports of local and community groups.

- Use and maintain audiovisual equipment, such as:

  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.

- Direct others in the use of audiovisual equipment, such as:

  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.

- Use data processing equipment to check out/check in materials, identify overdue materials, etc.

- Assist librarian in purchasing and processing library materials, such as:

  - Typing purchase orders, catalogue cards, etc.
  - Checking invoices on new orders.
  - Processing incoming orders.
  - Reproducing (photocopying) catalogue cards, orders, etc.
  - Alphabetizing, sorting and filing catalogue cards, orders, etc.
  - Putting library plate, card pockets, etc., in new materials.

- Assist with the circulation of library materials, including:

  - Checking out materials.
  - Locating special materials and placing them on reserve.
  - Issuing and/or checking library users' cards.
  - Preparing overdue notices.
  - Sorting and shelving books.
  - "Reading the shelves" to see that materials are in proper location.
  - Reviewing the circulation record of materials to help in decisions about "weeding out" the collection.

  - Making an inventory of materials to identify items that may be missing or misfiled.
  - Inspecting books for wear/damage/need of replacement.

- Help with user services, including:

  - Providing information on library services, facilities and rules.
  - Answering questions that involve fact-finding in standard reference sources.
  - Helping users locate materials by use of the card catalogue.

- Work with preschool-age children, by:

  - Storytelling.
  - Using puppets.
  - Using audiovisual materials.
  - Reading aloud.

- Work with school-age children, including:

  - Helping them to differentiate between materials which promote learning and those which provide enjoyment only.
  - Helping them learn how to carry out library research.
  - Helping them learn how to select materials appropriate for their age, reading ability, and interests.

- Develop displays and special exhibits, including:

  - Seasonal/holiday.
  - Community events.
  - Ethnic/cultural heritage.
  - Special interests (arts, crafts, hobbies, travel, etc.).
  - Library programs, activities, services.

- Develop posters, leaflets and other brochures about library programs and services.

- Organize and maintain materials by:

  - Indexing local newspapers.
  - Repairing/re-covering books.
  - Filing newspapers and periodicals.
  - Recording books, articles, etc., on tape.

- Demonstrate knowledge in the use of office equipment, such as:

  - Typewriter.
  - Xerox.
  - Mimeograph.
  - Duplicating machine.

- Determine the needs of library users and refer them to the appropriate materials:

  - Reference books.
  - Books on specific subjects.
  - Children's books.
  - Periodicals.
  - Audiovisual materials.
  - Vertical file materials.
  - Special collections.

- Analyze the appropriateness of library materials for:

  - Children of different ages.
  - Individuals with handicaps:

    - Visual.
    - Hearing.
    - Physical.
    - Mental.
    - Individuals with limited ability to read/speak English.

- Evaluate the appropriateness of nonprint materials (films, records, etc.) for specific groups and/or activities.

- Demonstrate my sensitivity to and awareness of community attitudes and concerns when planning.

- Assist parents, teachers and others working with children in selecting appropriate materials.

- Assist individuals with handicaps (e.g., visual) in locating and using special library materials which will meet their needs.

- Assist with programs and workshops for library volunteer programs:

  - Reading Is Fundamental.
  - Literacy volunteers.
  - Friends of the library.

- Assist with the development of bibliographies or other lists of library materials on selected topics.

MUSEUM ASSISTANT

Museum assistants describe and discuss museum exhibits with groups of individuals to improve understanding of what is being seen. They may work in art galleries or museums; in historical buildings, museums, reconstructions, or parks; in science or natural history museums; or in zoos. Other types of museum staff assistants may work in preparing, preserving, or restoring materials for display, in caring for plants or animals, in performing tasks or activities as part of the museum's demonstrations, or in conducting research.

As a museum assistant, I can:

- Plan and prepare a lecture-tour for children and/or adults.
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience.
- Deliver a lecture-tour without notes but following a suggested outline.
- Modify the information given in a lecture-tour to suit children of various ages.
- Develop and use techniques which arouse curiosity and provide discussion during the lecture-tour.
- Demonstrate a knowledge of and the ability to use a library and other reference resources.
- "Read the nature" of a group during the first ten minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate.
- Know the criteria on which to judge a work of art.
- Plan a lecture-tour to meet specified educational objectives.
- Know the criteria on which to judge other lectures.
- Speak in public with confidence.
- Understand and be able to use techniques of group dynamics.
- Understand and be able to explain the policies of the organization or institution.
- Demonstrate my knowledge of:
    - Art history.
    - Art techniques (see Artist/Craftsperson).
    - World and/or national history.
    - State and/or local history.

  - Plants (see Horticulturist/Floral Designer).
  - Animals (see Animal Care Specialist).
  - Science.
  - Other areas. (Specify) ______________________________

  ____

- Describe methods of research and investigation (see Problem Analyst/Researcher).

- Prepare museum support materials (see Public Relations/Communications Worker).

- Demonstrate my knowledge of teaching methods and materials.

- Develop written materials for use in lecture-tours.

- Use audiovisual materials in conjunction with lecture-tours.

- Demonstrate craft techniques.

- Take part in "living history" depictions/demonstrations.

- Explain the reasons and purposes for museums, zoos, etc.

- Know how to care for living plants and/or animals which are part of the collection.

- Know how to care for and maintain the materials and equipment in the collection.

- Develop and maintain a library of materials relevant to my lecture-tour specialty.

- Train others to work as staff assistants (see Teacher/Trainer).

- Work with members of the professional staff and/or with members of the supervising board.

PERFORMING ARTS SPECIALIST

A performing arts specialist uses skills related to drama, music, or dance to produce or take part in plays, concerts, films, broadcasts and similar events.

As a performing arts specialist, I can:

- Perform before an audience with poise and self-confidence.
- Speak clearly and distinctly.
- Memorize a script, composition, or dance routine and respond to cues from others.
- Express feelings and emotions through body movement, voice inflection, or instrumental style and interpretation.
- Understand the ideas and feelings that an author, composer or choreographer is trying to convey and make them clear to others.
- Instruct others in the basic techniques of drama, dance, or musical performance (see Teacher/Trainer).
- Direct actors and other workers in producing a play, broadcast, or film.
- Select scripts, dances or musical compositions that are appropriate for my ability, the abilities of those performing with me, and/or the nature of the audience.
- Direct and conduct other musicians in a choir, band, orchestra, or dance group.
- Recognize, explain, and follow the symbols involved in musical interpretation.
- Explain the special characteristics of different musical instruments and consider their effects when composing or arranging.
- Apply musical theory in performing in or composing, arranging, or conducting for instrumental or vocal groups.
- Sight-read music.
- Create dance routines for myself or others.
- Move with rhythm and grace and in coordination with other performers.
- Demonstrate the basic steps or routines in one or more types of dancing (ballet, tap, etc.).

PROBLEM ANALYST/RESEARCHER

A problem analyst/researcher systematically assesses a topic or the current status and/or needs related to a problem, program or service to identify causal factors and possible solutions. The problem analyst/researcher usually collects original data; sometimes the problem analyst/researcher uses or reanalyzes data collected by others.

As a problem analyst/researcher, I can:

- Develop plan(s) for investigating the problem area.
- Identify and obtain information about:
    - The target populations affected by the problem.
    - The sources of power which can facilitate or block the implementation of change (see Advocate/Change Agent for related activities).
    - The existing programs, resources, and other factors which impact on the problem.
- Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc.
- Compile a list of specific needs or problems within the problem area.
- Give priority to those needs and problems which are most important and practical to pursue.
- Define potential actions in terms of cost/effectiveness.
- Describe the problem area(s) for purposes of program development by:
    - Summarizing data for ease in interpretation.
    - Keeping records of contacts and resources.
- Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.
- Select problem area(s) relevant to organizational needs.
- Limit the research focus by:
    - Conceptualizing issues.
    - Defining variables.
    - Making operational relevant measures.
    - Identifying the unit of analysis.
    - Generating hypotheses.
- Collect background information by:

  - Locating information sources such as:

    - Written materials.
    - Data banks.
    - Interviews.
    - Surveys.

  - Summarizing past experience with problems.
  - Evaluating the utility of past efforts.

- Design research, by:

  - Selecting research design.
  - Selecting sampling techniques.
  - Selecting survey techniques.
  - Developing practical plans of identifying:

    - Needs.
    - Time.
    - Costs.
    - Personnel.

- Manage proposal development, by:

  - Locating potential sources of funding (see Fund Raiser).
  - Writing a proposal to include:

    - Background.
    - Design.
    - Time and cost estimates.
    - Expected outcomes.
    - Utility of research to the organization and to the larger society.

  - Meeting with funding agencies to promote the proposal.
  - Adapting proposal to meet requirements of funding source.

- Obtain data to:

  - Foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research.
  - Recruit and train data collectors.
  - Select appropriate data collecting instruments.
  - Design and validate new data collecting instruments.
  - Use appropriate sampling and survey techniques.
  - Monitor data collected for quality control.

- Obtain the informed consent of participants.

- Obtain data from existing information banks.

- Process data to:

  - Develop coding procedures.
  - Train coders.
  - Supervise coders for quality control.
  - Select and implement other data reduction procedures.
  - Develop computer programs appropriate for the research design.

- Analyze and summarize data by using:

  - Averages or other measures of central tendency.
  - Measures of dispersion or deviation.
  - Measures describing relations (correlations).
  - Other techniques of bivariate or multivariate analysis.
  - Tables or other means of categorical aggregation.
  - Graphs and charts.
  - Tests of significance.
  - Experimental effects analysis.
  - Nonexperimental causal analysis.

- Make inferences from data.

- Make conclusions and recommendations from data to:

  - Formulate planning recommendations.
  - Make recommendations for further study.
  - Develop policy recommendations.

- Write research report(s).

- Disseminate research results to appropriate groups.

PUBLIC RELATIONS/COMMUNICATIONS WORKER

Public relations and communications are used to increase knowledge and understanding of an organization, its products, and/or its program. Public relations/communications workers disseminate information to individuals and groups outside of the organization or agency. They also process information received from outside the organization.

In carrying out my work in public relations and communications, I can:

- Conceptualize communications and public relations programs which interpret the goals of the organization.

- Plan and develop a public relations program.

- Identify target audiences.

- Determine the communications technique(s) appropriate to each audience.

- Gather information by:

  - Conducting interviews.
  - Confirming facts.
  - Identifying trends.
  - Locating background data.

  (See Problem Analyst/Researcher.)

- Identify representatives of other organizations and of local, state and federal governments to receive information about organizational activities.

- Establish an interchange with appropriate representatives from:

  - Members of the target group.
  - Volunteer coordinating agencies.
  - Private and civic organizations.
  - Business, industry and professional groups.
  - Foundations.
  - Local government.
  - State government.
  - Federal government.

  (See Fund Raiser and Advocate/Change Agent.)

- Write the following:

  - News stories.
  - Feature stories.
  - Fact-sheets for editorial background.
  - Reports.
  - Speeches.
  - Scripts for radio/television.

- Other materials describing the organization and its program for the public.

(See Teacher/Trainer for internal publications.)

- Prepare audiovisual materials, videotapes, and/or films by:
  - Utilizing audiotape and/or videotape equipment.
  - Utilizing photographic equipment.
  - Directing acting, speaking, and filming.

- Prepare visual materials, such as:
  - Photographing events for news media or other publications.
  - Designing and preparing art work.
  - Designing displays and/or posters.

- Coordinate development of materials for production, such as:
  - Edit publications.
  - Edit films and/or tapes.
  - Design layouts.

- Work with printers, publishers, and/or producers.

- Work with mass media (press, radio, television) to:
  - Select optimum outlets for placement of material and identify contacts.
  - Adapt and edit materials according to mass media standards.
  - Conduct press conferences.
  - Maintain good relations to facilitate placement of material.

- Speak publicly, such as:
  - Deliver speeches.
  - Promote an organization, program, or service (see Advocate/Change Agent).
  - Participate as a member of a panel or debate group.
  - Give interviews.
  - Conduct or moderate interviews, panel discussions, debates.

  (See Fund Raiser and Teacher/Trainer.)

- Publicize and promote organizational materials.

- Plan distribution of publications and other materials.

RECREATION WORKER

A recreation worker leads or assists a leader of recreational activities for specified groups in the setting of a school, community, social, or church related organization.

As a recreation worker, I can:

- Develop recreational programs and activities that foster individual and group development.
- Develop specific goals and plans for particular recreational activities.
- Identify resources in personnel, money, materials, time, and authority needed to implement a recreational program.
- Develop and use techniques which will enhance relations among people.
- Demonstrate ability to use appropriate techniques to solve interpersonal problems.
- Demonstrate knowledge of teaching methods and materials (see Teacher/Trainer).
- Develop and maintain a library or collection of relevant materials, games, and other recreational equipment and supplies.
- Plan and organize cooperative and competitive activities and know when each is appropriate.
- Teach one or more of the following:
  - Games.
  - Crafts.
  - Music.
  - Dance.
  - Dramatics.
  - Art.
  - Outdoor skills.
  - Conservation.
  - Cooking.
  - Sports.
  - Camping.
- Demonstrate knowledge of the use and care of audiovisual equipment, gymnastic and sports equipment, tools, crafts equipment, and camping equipment.
- Speak publicly, including:
  - Articulating rules and procedures to participants.
  - Promoting the organization and its activities to potential sponsors.
  - Publicizing special events.

- Establish rapport with individuals of diverse backgrounds.
- Raise funds for a recreational program (see Fund Raiser).
- Demonstrate techniques to prevent or limit conflict between individuals.
- Demonstrate knowledge of safety precautions required by potentially hazardous activities in sports, crafts, camping, etc.
- Determine the urgency of a problem and handle it appropriately.
- Demonstrate a knowledge of individual growth and development.
- Select recreational activities that will help individuals learn desired skills and attitudes.
- Keep records of individual and group progress.
- Understand and use techniques of group dynamics.
- Plan and carry out field trips to sporting events, dramatic presentations, concerts, recreation areas, museums, zoos, etc.
- Develop positive participant attitudes by:
    - Selecting appropriate activities.
    - Providing positive feedback.
- Provide advice and informal counseling to participants.
- Determine participant interests and plan activities around them.
- Demonstrate knowledge of capacities and needs of special groups:
    - Preschool children.
    - Children during early school years.
    - Adolescents.
    - Boys/Girls.
    - The elderly.
    - The physically handicapped.
    - The mentally handicapped.
    - Single parents.
- Budget existing funds (see Financial Manager).
- Recognize and deal with medical emergencies (see Health Care Worker).
- Interact appropriately and adaptively with personnel and goals of the sponsoring agency.

SALES WORKER/ORGANIZER

A sales worker/organizer operates or supervises the operations of a store or sale or the selling of an item or service.

As a sales worker/organizer, I can:

- Assess potential markets for products or services that might be offered.
- Select items or services to sell that are appropriate for the organization/group image and goals.
- Select sites, neighborhoods, or locations for a sale or store on the basis of information about potential customers, costs, etc.
- Determine if sales permits, leases, etc., will be needed and obtain them.
- Identify or select the intended clientele or target population for a store or sale.
- Determine the prices of items or services on the basis of cost and overhead factors.
- Establish and maintain quality control procedures.
- Demonstrate knowledge and understanding of the regulations--tax laws, sales permits, leases, etc.--which apply to stores or to fund-raising sales (see Fund Raiser).
- Purchase, obtain, or create items for sale.
- Survey and choose among suppliers of products and services on the basis of quality, appropriateness, cost, and reliability.
- Determine the cost/benefit factors for different types of products and services, or for different kinds of stores and sales.
- Perform, arrange for, or supervise the performance of sales related functions, such as advertising, publicity (see Public Relations/Communications Worker), pricing, selling, delivery, banking, record keeping (see Financial Manager), and janitorial work.
- Design and prepare displays for store interiors or windows (see Artist/Craftsperson).
- Recruit and select sales personnel (see Human Resources Specialist).
- Establish procedures to monitor personnel, money, and inventory (see Financial Manager).

- Train others in established sales procedures (see Teacher/Trainer).
- Develop methods and procedures for return of products, repayment for unsold goods, sale of slow-moving or leftover items, etc.
- Develop specific goals for a sales activity within the constraints of available time, space, and personnel.
- Evaluate buyer behavior and consumption patterns.
- Maintain correspondence with suppliers and sale/store clientele.
- Organize a sale into its component parts and determine the sequence in which these activities must be performed.
- Develop and maintain store/sale budgets and financial records (see Financial Manager).
- Make appropriate use of business records, such as purchase orders, receipts, and sales slips.
- Demonstrate the use of bookkeeping techniques and accounting procedures used in store or sales records (see Financial Manager).
- Coordinate the execution of simultaneous sales activities (see Administrator/Manager).
- Demonstrate the use of business machines, such as a typewriter, photocopier, cash register, adding machine, and hand calculator.
- Make or maintain an inventory record of items on hand and/or sold to determine what and when to reorder.
- Deal effectively with customers, including:
    - Providing information about products or services.
    - Explaining pricing policies.
    - Establishing procedures for customer returns or repayment for items or services.
    - Handling complaints.
- Establish and maintain sales/store records, including:
    - Profit/loss statements.
    - Expenditure/income statements.
    - Periodic reports to sponsoring agencies and/or other involved groups.
    - Records to help others develop similar sales programs or stores.

TEACHER/TRAINER

A teacher helps individuals or groups of individuals to learn facts or skills or to improve their learning techniques. A trainer teaches specific jobs, skills, and/or tasks; training also involves the organizational socialization of other workers.

In my work as a teacher/trainer, I can:

- Establish a good working relationship with a learner or group of learners.
- Develop positive student attitudes toward learning by:
  - Selecting tasks of appropriate difficulty.
  - Telling the learner when a job is well done.
- Encourage and support the learner and help the learner to develop a positive self-concept by:
  - Complimenting the learner for good work and good thinking.
  - Showing acceptance of the learner by giving attention and by listening carefully.
  - Helping the learner respond to increasingly difficult materials.
- Work cooperatively with the learner's teacher and/or school by:
  - Abiding by school rules relating to tutors or aides.
  - Being positive about the teacher and school in discussions with the learner.
  - Following the teacher's plan of instruction.
  - Providing the teacher with information on learner progress.
- Provide advice and informal counseling to the learner, when appropriate (see Counselor).
- Identify learner needs and difficulties:
  - By direct observation of and/or interaction with the learner.
  - From test data or other diagnostic devices.
  - Through discussion with the teacher(s) who regularly instruct(s) this learner.
  - Through discussion with other school personnel (counselors, psychologists, etc.).
- Determine learner interests and plan instructional activities around them.
- Plan a lesson or series of lessons including:
  - Objectives.
  - Teaching methods and techniques.
  - Instructional materials (both written and audiovisual).

  - Evaluation techniques.

- Pace instruction at a speed appropriate to the learner.

- Set and monitor instructional objectives.

- Select instructional material and techniques appropriate to learner background and experience.

- Demonstrate knowledge of learning theories and their application.

- Demonstrate knowledge of teaching methods and materials.

- Develop written materials for use in teaching or training.

- Develop audiovisual materials for use in teaching or training.

- Develop and maintain a library of materials for use in teaching or training. (Specify subject and/or level) ________________________

  ____

- Demonstrate knowledge of the subject(s) which I teach.

  (Specify) ____

  ____

- Evaluate learner progress by:

  - Observation.
  - Oral questioning.
  - Use of tests or other evaluative devices.

- Use questioning techniques appropriate to instructional objectives.

- Make an effective oral presentation to a group.

- Demonstrate a knowledge of group interaction techniques and of their use.

- Train others to be teachers or trainers.

- Articulate the philosophy of the organization.

- Explain the relationship between a particular job and organization/agency/program mission.

- Identify training needs (see Problem Analyst/Researcher).

- Make an overall training plan which includes:

  - General learning objectives.
  - Overall teaching strategies.
  - Teaching method.
  - Budget for training costs.
  - Schedule and site consideration.
  - Materials, both written and audiovisual.
  - Evaluation techniques and instruments.

- Determine the cost/effectiveness of various training approaches.

- Determine the suitability of various training approaches for individuals with different backgrounds and experiences.

- Develop training manuals for other trainers to use.

- Administer a training program, including:

  - Selecting and recruiting training personnel.
  - Selecting training methods and materials which are both appropriate to the group and cost/effective.
  - Setting training goals.
  - Conducting the training of those who will train others.
  - Monitoring the progress of those being trained.
  - Monitoring the progress of those doing the training.
  - Modifying training programs and techniques if the goals of the program are not being achieved.
  - Evaluating the effectiveness of the training program.
  - Preparing and evaluating reports on training programs.
  - Monitoring and evaluating the job performance of those who were trained.

- Conduct a training session.

- Train others to do specific job(s) or task(s).

  (Specify) ____

  ____

- Know how and when to use different role-playing techniques in training.

- Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development.

- Evaluate the training programs of others.

TRANSPORTATION SPECIALIST

A transportation specialist plans and schedules the transfer of people and/or materials from one location to another, provides for this transfer, and/or cares for the vehicles used.

As a transportation specialist, I can:

- Survey the transportation needs of people, including obtaining information about the special needs of groups, such as children, the handicapped or the aged.
- Identify the requirements for transporting the materials used by an organization or program.
- Design transportation plans for people or materials to meet identified needs and requirements.
- Schedule the individuals and vehicles needed to implement a transportation plan.
- Monitor and keep records for a transportation program to maintain the quality of service and to identify when changes are needed.
- Serve as the dispatcher for a transportation program.
- Coordinate a number of pick ups or deliveries.
- Plan or select a transportation route that will be most efficient in terms of time involved and fuel consumption.
- Read and use maps to plan a route.
- Identify and use alternative routes when unexpected conditions affect the routes planned.
- Select the type of vehicle to be used in a transportation program on the basis of analysis of the vehicle characteristics and the needs and requirements of the program.
- Decide among the various forms of finance for vehicles (purchase, long-term leasing, short-term rental).
- Select appropriate insurance for vehicles and drivers and for the passengers, and/or materials being transported.
- Keep records of vehicle insurance, registration, and/or operators' licenses.
- Read and interpret the leases, contracts, warranties and insurance policies involved in vehicle rental or purchase.

- Describe the process involved in registering and inspecting automobiles and/or other vehicles.

- Describe the process involved in obtaining a license to operate various types of vehicles (automobile, bus, taxi, etc.).

- Monitor the condition of vehicles to determine when maintenance and/or replacement is needed.

- Supervise and keep a record of vehicle maintenance.

- Identify the best person to make repairs, on the basis of costs, quality of work, and warranties.

- Compare the costs of repairing and replacing a vehicle when deciding the more cost effective action.

- Determine if a vehicle needs, and provide:

    - Additional oil
    - Water added to the battery
    - Water or antifreeze added to the radiator
    - More air in the tires

- Provide routine automobile maintenance, such as:

    - Changing the air filter
    - Changing the oil and oil filter
    - Check and adding, if necessary, automatic transmission fluid
    - Flushing and refilling the cooling system
    - Replacing radiator or heater hoses
    - Lubricating chassis and/or wheel bearings
    - Changing tires

- Explain what recourse is available if a vehicle cannot be made to function adequately while under guarantee.

- Teach others how to drive a car, bus, or other vehicle (see Teacher/Trainer).

- Plan and make the arrangements (reservations, tickets, etc.) for group travel.

- Negotiate with transportation and accommodation representatives to obtain the lowest possible costs for a group travel package.

APPENDIX C

WORK GROUP DESCRIPTIONS

From: Guide for Occupational Exploration
U.S. Department of Labor, 1979

WORK GROUP DESCRIPTIONS

Group	Description	Subgroups
01	ARTISTIC	
01.01	Literary Arts	
	Workers in this group write, edit, or direct the publication of prose or poetry. They find employment on newspapers or magazines, in radio and television studios, and in the theater and motion picture industries. Some writers are self-employed and sell stories, plays, and other forms of literary composition to publishers.	01.01-01 Editing 01.01-02 Creative writing 01.01-03 Critiquing
01.02	Visual Arts	
	Workers in this group create original works of art or do commercial art work, using such techniques as drawing, painting, photographing, and sculpturing to express or interpret ideas or to illustrate various written materials. Some visual artists design products, settings, or graphics (such as advertisements or book covers), and oversee the work of other artists or craftspersons who produce or install them. Others teach art, or appraise or restore paintings and other fine art objects. Advertising agencies, printing and publishing firms, television and motion picture studios, museums and restoration laboratories employ visual artists. They also work for manufacturers and in retail and wholesale trade. Many are self-employed, operating their own commercial art studios or doing free-lance work.	01.02-01 Instructing and Appraising 01.02-02 Studio Art 01.02-03 Commercial Art
01.03	Performing Arts: Drama	
	Workers in this group produce, direct, and perform in dramatic productions and similar forms of entertainment. They also teach acting, choose performers for particular roles, and perform other 'behind-the-scenes' work to make productions run smoothly. They are employed by motion picture, television, and radio studios, and by stock companies, theaters, and other places where plays or floor shows are presented. Schools and colleges hire performing artists both to teach drama and to produce and direct student productions. Full-time employment in	01.03-01 Instructing and Directing 01.03-02 Performing 01.03-03 Narrating and Announcing

this field is found at educational institutions, at studios which have staff announcers, disc jockeys, and regularly scheduled 'talk shows' or dramatic presentations. However, most performing artists are not permanently employed and must audition for roles in both short-term and long-run productions.

01.04 Performing Arts: Music

Workers in this group sing or play instruments, teach, or direct vocal or instrumental music. They compose, arrange, or orchestrate musical compositions, and plan the presentation of concerts. They work for motion picture studios, television and radio networks or local stations, recording studios, nightclubs, and other places where musical entertainment is provided regularly. They may be employed by orchestras, bands, or choral groups which give scheduled performances or are hired for special events. Composers, arrangers, and orchestrators work for music publishing companies and firms in the recording and entertainment fields. Schools and colleges hire musicians to teach and direct vocal and instrumental music. Many musicians are self-employed and, like all performing artists, must audition for parts in musical productions or for employment with an orchestra or other performing group.

01.04-01	Instructing and Directing
01.04-02	Composing and Arranging
01.04-03	Vocal Performing
01.04-04	Instrumental Performing

01.05 Performing Arts: Dance

Workers in this group compose, perform, or teach dance routines or techniques. Performing dancers and composers (choreographers) work for motion picture and television studios, nightclubs and theaters, and other places where this kind of entertainment is regularly presented. Dance teachers are employed by schools and studios. Although some dancers work full time as performers or teachers, most must audition for both chorus and solo work in theatrical productions of all kinds. Many dancers are self-employed as teachers who give private lessons to children and adults, specializing in ballroom or ballet instruction.

01.05-01	Instructing and Choreography
01.05-02	Performing

01.06 Craft Arts

Workers in this group apply artistic techniques, fabricate, decorate or repair a variety of products, and reproduce photographs and graphic or printed materials. They use engraving and etching precision equipment,

01.06-01	Graphic Arts and Related Crafts
01.06-02	Arts and Crafts

knives and chisels, paintbrushes and power tools to work wood, stone, clay, metal, and gemstones, or to embellish objects made from all of these materials. They are employed by manufacturing firms, printing and publishing companies, and motion picture and television studios. They also work for advertising agencies and other firms which provide specialized services, museums, and retail stores. Some craft artists are self-employed selling items they have made, or providing their services on a free-lance basis to businesses and individuals.

01.06-03 Hand Lettering, Painting, and Decorating

01.07 Elemental Arts

Workers in this group entertain or divert people by announcing features or performing acts at carnivals or amusements parks, or by conducting person-to-person consultations with people to predict their future or to tell them other things about themselves. They work with traveling carnivals or circuses, or at permanently located amusements parks. Some are self-employed, conducting interviews in their homes or giving consultations by mail.

01.07-01 Psychic Science
01.07-02 Announcing
01.07-03 Entertaining

01.08 Modeling

Workers in this group appear before a camera or live audience in nonspeaking capacities. They stand in for actors and take part in crowd scenes in television or motion picture productions. They show clothing, hairstyles and other products, appear in fashion shows and other public or private product exhibitions, and pose for artists and photographers. They work for manufacturers, or wholesale, and retail establishments. Some are employed by motion picture and television studios, nightclubs, and other entertainment facilities. Modeling instructors work for public or private schools. Many of these workers are self-employed, or obtain job assignments through model agencies or unions which represent persons in the entertainment industry.

No Subgroups.

02 SCIENTIFIC

02.01 Physical Sciences

Workers in this group are concerned mostly with nonliving things, such as chemicals, rocks, metals, mathematics, movements of the earth and the stars, etc. They conduct scientific studies and perform other

02.01-01 Theoretical Research
02.01-02 Technology

activities requiring a knowledge of math, physics, or chemistry. Some workers investigate, discover, and test new theories. Some look for ways to develop new or improved materials or processes for use in production and construction. Others do research in such fields as geology, astronomy, oceanography, and computer science. Workers base their conclusions on information that can be measured or proved. Industries, government agencies, or large universities employ most of these workers in their research facilities.

02.02 Life Sciences

Workers in this group are concerned mostly with living things, such as plants and animals. They conduct research and do experiments to expand man's knowledge of living things. Some may work on problems related to how the environment affects plant and animal life. Others may study causes of disease and ways to control disease. These workers are usually employed in the research facilities of hospitals, government agencies, industries or universities.

02.02-01	Animal Specialization
02.02-02	Plant Specialization
02.02-03	Plant and Animal Specialization
02.02-04	Food Research

02.03 Medical Sciences

Workers in this group are involved in the prevention, diagnosis, and treatment of human and animal diseases, disorders, or injuries. It is common to specialize in specific kinds of illnesses, or special areas or organs of the body. Workers who prefer to be more general may become general practitioners, family practitioners, or may learn to deal with groups of related medical problems. A wide variety of work environments is available to medical workers ranging from large city hospitals and clinics, to home offices in rural areas, to field clinics in the military or in underdeveloped countries.

02.03-01	Medicine and Surgery
02.03-02	Dentistry
02.03-03	Veterinary Medicine
02.03-04	Health Specialties

02.04 Laboratory Technology

Workers in this group use special laboratory techniques and equipment to perform tests in the fields of chemistry, biology, or physics. They record information that results from their experiments and tests. They help scientists, medical doctors, researchers, and engineers in their work. Hospitals, government agencies, universities, and private industries employ these workers in their laboratories and research facilities.

02.04-01	Physical Sciences
02.04.02	Life Sciences

03 PLANTS AND ANIMALS

03.01 Managerial Work: Plants and Animals

Workers in this group operate or manage farming, fishing, forestry, and horticultural service businesses of many kinds. Some of them breed specialty plants and animals. Others provide services to increase production or beautify land areas. Many of them work in rural or woodland areas, on farms, ranches, and forest preserves. Others find employment with commercial nurseries, landscaping firms, business services, or government agencies located in large and small communities all over the country. Many are self-employed, operating their own large or small businesses.

03.01-01	Farming
03.01-02	Specialty Breeding
03.01-03	Specialty Cropping
03.01-04	Forestry and Logging

03.02 General Supervision: Plants and Animals

Workers in this group supervise others and often work right along with them on farms or ranches, fish hatcheries or forests, plant nurseries or parks. Most of them work in rural or forest locations, but some jobs are located in city or suburban areas. Some of these workers travel throughout an area to inspect or treat croplands for insects or disease, or supervise workers performing agricultural or lawn care services.

03.02-01	Farming
03.02-02	Forestry and Logging
03.02-03	Nursery and Groundkeeping
03.02-04	Services

03.03 Animal Training and Service

Workers in this group take care of animals of many kinds, and train them for a variety of purposes. They work in pet shops, testing laboratories, animal shelters, and veterinarians' offices. Some are employed by zoos, aquariums, circuses, and at other places where animals are exhibited or used in entertainment acts. Others work for animal training or obedience schools, or in stables or kennels maintained by individuals or such facilities as race tracks or riding academies. These workers are not employed on farms, ranches, or other places where animals are raised as crops.

03.03-01	Animal Training
03.03-02	Animal Service

03.04 Elemental Work: Plants and Animals

Workers in this group perform active physical tasks, usually in an outdoor, nonindustrial setting. They work with their hands, use various kinds of tools and equipment, or operate machinery. They find employment on farms or ranches, at logging camps or fish hatcheries, in forests or

03.04-01	Farming
03.04-02	Forestry and Logging
03.04-03	Hunting and Fishing
03.04-04	Nursery and Groundkeeping

game preserves, or with commercial fishing businesses where they may work onshore or in fishing boats. In urban areas, they work in parks, gardens, or nurseries, or for businesses that provide horticultural or agricultural services.

03.04-05 Services

04 PROTECTIVE

04.01 Safety and Law Enforcement

Workers in this group are in charge of enforcing laws and regulations. Some investigate crimes, while others supervise workers who stop or arrest lawbreakers. Others make inspections to be sure that the laws are not broken. Most jobs are found in the federal, state, or local governments, such as the Police and Fire Departments. Some are found in private businesses such as factories, stores, and similar places.

04.01-01 Managing
04.01-02 Investigating

04.02 Security Services

Workers in this group protect people and animals from injury or danger. They enforce laws, investigate suspicious persons or acts, prevent crime, and fight fires. Some of the jobs are found in federal, state, or local governments. Some workers are hired by railroads, hotels, lumberyards, industrial plants, and amusement establishments. Some work on their own, acting as bodyguards, or private detectives.

04.02-01 Detention
04.02-02 Property and People
04.02-03 Law and Order
04.02-04 Emergency Responding

05 MECHANICAL

05.01 Engineering

Workers in this group plan, design, and direct the construction or development of buildings, bridges, roads, airports, dams, sewage systems, air-conditioning systems, mining machinery, and other structures and equipment. They also develop processes and/or techniques for generating and transmitting electrical power, manufacturing chemicals, extracting metals from ore, and controlling the quality of products being made. Workers specialize in one or more kinds of engineering, such as civil, electrical, mechanical, mining, and safety. Some are hired by industrial plants, petroleum and mining companies, research laboratories, and

05.01-01 Research
05.01-02 Environmental Protection
05.01-03 Systems Design
05.01-04 Testing and Quality Control
05.01-05 Sales Engineering
05.01-06 Work Planning and Utilization
05.01-07 Design
05.01-08 General Engineering

contruction companies. Others find employment with federal, state, and local governments. Some have their own engineering firms and accept work from various individuals or companies.

05.02 Managerial Work: Mechanical

Workers in this group manage industrial plants or systems where technical work is being performed. Jobs are found in oil fields, power plants, transportation companies, radio and television networks, and telephone and related communications systems.

05.02-01	Systems
05.02-02	Maintenance and Construction
05.02-03	Processing and Manufacturing
05.02-04	Communications
05.02-05	Mining, Logging and Petroleum Production
05.02-06	Services
05.02-07	Materials Handling

05.03 Engineering Technology

Workers in this group collect, record, and coordinate technical information in such activities as surveying, drafting, petroleum production, communications control, and materials scheduling. Workers find jobs in construction, factories, engineering and architectural firms, airports, and research laboratories.

05.03-01	Surveying
05.03-02	Drafting
05.03-03	Expediting and Coordinating
05.03-04	Petroleum
05.03-05	Electrical-Electronic
05.03-06	Industrial and Safety
05.03-07	Mechanical
05.03-08	Environmental Control
05.03-09	Packaging and Storing

05.04 Air and Water Vehicle Operation

Workers in this group pilot airplanes or ships, or supervise others who do. Some instruct other persons in flying. Most of these workers are hired by shipping companies and commercial airlines. Some find jobs piloting planes or ships for private companies or for individuals.

05.04-01	Air
05.04-02	Water

05.05 Craft Technology

Workers in this group perform highly skilled hand and/or machine work requiring special techniques, training, and experience. Work occurs in a variety of non-factory settings. Some workers own their own shops.

05.05-01	Masonry, Stone, and Brick Work
05.05-02	Construction and Maintenance
05.05-03	Plumbing and Pipe Fitting

05.05-04	Painting, Plastering, and Paperhanging
05.05-05	Electrical-Electronic Systems Installation and Repair
05.05-06	Metal Fabrication and Repair
05.05-07	Machining
05.05-08	Woodworking
05.05-09	Mechanical Work
05.05-10	Electrical-Electronic Equipment Repair
05.05-11	Scientific, Medical, and Technical Equipment Fabrication and Repair
05.05-12	Musical Instrument Fabrication and Repair
05.05-13	Printing
05.05-14	Gem Cutting and Finishing
05.05-15	Custom Sewing, Tailoring, and Upholstering
05.05-16	Dyeing
05.05-17	Food Preparation

05.06 Systems Operation

Workers in this group operate and maintain equipment in an overall system, or a section of a system, for such purposes as generating and distributing electricity; treating and providing water to customers; pumping oil from oil fields to storage tanks; making ice in an ice plant; and providing telephone service to users. These jobs are found in utility companies, refineries, construction projects, large apartment houses and industrial establishments, and with city and county governments.

05.06-01	Electricity Generation and Transmission
05.06-02	Stationary Engineering
05.06-03	Oil, Gas, and Water Distribution
05.06-04	Processing

05.07 Quality Control

Workers in this group inspect and/or test materials and products to be sure they meet standards. The work is carried out in a non-factory setting and includes such activities as grading logs at a lumberyard, inspecting bridges to be sure they are safe, inspecting gas lines for

05.07-01	Structural
05.07-02	Mechanical
05.07-03	Electrical
05.07-04	Environmental

leaks, and grading gravel for use in building roads. Jobs may be found with construction companies, sawmills, petroleum refineries, and utility companies.

05.07-05	Petroleum
05.07-06	Logging and Lumber

05.08 Land and Water Vehicle Operation

Workers in this group drive large or small trucks, delivery vans, or locomotives to move materials or deliver products. Some drive ambulances; others operate small boats. Most of these jobs are found with trucking companies, railroads and water transportation companies. Wholesale and retail companies hire delivery drivers; ambulance drivers are hired by hospitals, fire departments, and other establishments concerned with moving the sick or injured.

05.08-01	Truck Driving
05.08-02	Rail Vehicle Operation
05.08-03	Services Requiring Driving
05.08-04	Boat Operation

05.09 Material Control

Workers in this group receive, store, and/or ship materials and products. Some estimate and order the quantities and kinds of materials needed. Others regulate and control the flow of materials to places in the plant where they are to be used. Most have to keep records. Jobs are found in institutions, industrial plants, and government agencies.

05.09-01	Shipping, Receiving, and Stock Checking
05.09-02	Estimating, Scheduling, and Record Keeping
05.09-03	Verifying, Recording, and Marking

05.10 Crafts

Workers in this group use hands and hand tools skillfully to fabricate, process, install, and/or repair materials, products, and/or structural parts. They follow established procedures and techniques. The jobs are not found in factories, but are in repair shops, garages, wholesale and retail stores, and hotels. Some are found on construction projects, and others with utilities such as telephone and power systems.

05.10-01	Structural
05.10-02	Mechanical
05.10-03	Electrical-Electronic
05.10-04	Structural-Mechanical Electrical-Electronic
05.10-05	Reproduction
05.10-06	Blasting
05.10-07	Painting, Dyeing, and Coating
05.10-08	Food Preparation
05.10-09	Environmental

05.11 Equipment Operation

Workers in this group operate heavy machines and equipment to dig, drill, dredge, hoist, or move substances and materials. They also operate

05.11-01	Construction
05.11-02	Mining and Quarrying

machines to pave roads. These jobs are found at mining, logging, and construction sites; docks; receiving and shipping areas of industrial plants; and large storage buildings and warehouses.

05.11-03	Drilling and Oil Exploration
05.11-04	Materials Handling

05.12 Elemental Work: Mechanical

Workers in this group perform a variety of unskilled tasks, such as moving materials, cleaning work areas, operating simple machines, or helping skilled workers. These jobs are found in a variety of nonfactory settings.

05.12-01	Supervision
05.12-02	Mining, Quarrying, Drilling
05.12-03	Loading, Moving
05.12-04	Hoisting, Conveying
05.12-05	Braking, Switching, and Coupling
05.12-06	Pumping
05.12-07	Crushing, Mixing, Separating, and Chipping
05.12-08	Lubricating
05.12-09	Masonry
05.12-10	Heating and Melting
05.12-11	Welding
05.12-12	Structural Work
05.12-13	Cutting and Finishing
05.12-14	Painting, Caulking, and Coating
05.12-15	Mechanical Work
05.12-16	Electrical Work
05.12-17	Food Preparation
05.12-18	Cleaning and Maintenance
05.12-19	Reproduction Services
05.12-20	Signalling

06 INDUSTRIAL

06.01 Production Technology

Workers in this group use their skill and knowledge of machines and processes to perform one or more demanding or complex activities. Some set up machines for others to operate or set up and perform a

06.01-01	Supervision Instruction
06.01-02	Machine Set-Up

variety of machine operations on their own. Some do precision handwork; some supervise or instruct others in the use of machines, processes to be carried out, and the techniques to be used.

06.01-03	Machine Set-Up and Operation
06.01-04	Precision Handwork
06.01-05	Inspection

06.02 Production Work

Workers in this group perform skilled handwork or machine work to make products in a factory setting.

06.02-01	Supervision
06.02-02	Machine Work, Metal and Plastics
06.02-03	Machine Work, Wood
06.02-04	Machine Work, Paper
06.02-05	Machine Work, Leather and Fabrics
06.02-06	Machine Work, Textiles
06.02-07	Machine Work, Rubber
06.02-08	Machine Work, Stone, Clay, and Glass
06.02-09	Machine Work, Assorted Materials
06.02-10	Equipment Operation, Metal Processing
06.02-11	Equipment Operation, Chemical Processing
06.02-12	Equipment Operation, Petroleum Processing
06.02-13	Equipment Operation, Rubber, Plastics, and Glass Processing
06.02-14	Equipment Operation, Paper and Paper Products Processing
06.02-15	Equipment Operation, Food Processing
06.02-16	Equipment Operation, Textile, Fabric, and Leather Processing

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06.02-17	Equipment Operation, Clay and Coke Processing
06.02-18	Equipment Operation, Assorted Materials Processing
06.02-19	Equipment Operation, Welding, Brazing, and Soldering
06.02-20	Machine Assembling
06.02-21	Coating and Plating
06.02-22	Manual Work, Assembly Large Parts
06.02-23	Manual Work, Assembly Small Parts
06.02-24	Manual Work, Metal and Plastics
06.02-25	Manual Work, Wood
06.02-26	Machine Work, Paper
06.02-27	Manual Work, Textile, Fabric, and Leather
06.02-28	Manual Work, Food Processing
06.02-29	Manual Work, Rubber
06.02-30	Manual Work, Stone, Glass and Clay
06.02-31	Manual Work, Laying Out and Marking
06.02-32	Manual Work, Assorted Materials

06.03 Quality Control

Workers in this group check the quality and quantity of products and materials being manufactured. They inspect, test, weigh, sort, and grade specific items to be sure that they meet certain standards. Some may also keep inspection records of the number or kind of defects and flaws they find. They work in factories and other large plants that process materials and manufacture products.

06.03-01	Inspecting, Testing and Repairing
06.03-02	Inspecting, Grading, Sorting, Welding, and Recording

06.04 Elemental Work: Industrial

Workers in this group feed or tend machines and equipment, or do manual work. They perform routine, uncomplicated work that requires little training or experience. They also assist other, more skilled workers. They work in a factory setting.

06.04-01	Supervision
06.04-02	Machine Work, Metal and Plastics
06.04-03	Machine Work, Wood
06.04-04	Machine Work, Paper
06.04-05	Machine Work, Fabric and Leather
06.04-06	Machine Work, Textiles
06.04-07	Machine Work, Rubber
06.04-08	Machine Work, Stone, Glass and Clay
06.04-09	Machine Work, Assorted Materials
06.04-10	Equipment Operation, Metal Processing
06.04-11	Equipment Operation, Chemical Processing
06.04-12	Equipment Operation, Petroleum, Gas, and Coal Processing
06.04-13	Equipment Operation, Rubber, Plastics, and Glass Processing
06.04-14	Equipment Operation, Papermaking
06.04-15	Equipment Operation, Food Processing
06.04-16	Equipment Operation, Textile, Fabric, and Leather Processing
06.04-17	Equipment Operation, Clay Processing

06.04-18	Equipment Operation, Wood Processing
06.04-19	Equipment Operation, Assorted Materials Processing
06.04-20	Machine Assembling
06.04-21	Machine Work, Brushing, Spraying, and Coating
06.04-22	Manual Work, Assembly Large Parts
06.04-23	Manual Work, Assembly Small Parts
06.04-24	Manual Work, Metal and Plastics
06.04-25	Manual Work, Wood
06.04-26	Machine Work, Paper
06.04-27	Manual Work, Textile, Fabric, and Leather
06.04-28	Manual Work, Food Processing
06.04-29	Manual Work, Rubber
06.04-30	Manual Work, Stone, Glass and Clay
06.04-31	Manual Work, Welding, and Flame Cutting
06.04-32	Manual Work, Casting and Molding
06.04-33	Manual Work, Brushing, Spraying and Coating
06.04-34	Manual Work, Assorted Materials
06.04-35	Laundering, Dry Cleaning

06.04-36	Filling
06.04-37	Manual Work, Stamping, Marking, Labeling, and Ticketing
06.04-38	Wrapping and Packing
06.04-39	Cleaning
06.04-40	Loading, Moving, Hoisting, and Conveying

07 BUSINESS DETAIL

07.01 Administrative Detail

Workers in this group perform clerical work which requires special skills and knowledge. They perform management activities according to established regulations and procedures. Jobs in this group are found in the offices of businesses, industries, courts of law, and government agencies, as well as in offices of doctors, lawyers, and other professionals.

07.01-01	Interviewing
07.01-02	Administration
07.01-03	Secretarial Work
07.01-04	Financial Work
07.01-05	Certifying
07.01-06	Investigating
07.01-07	Test Administration

07.02 Mathematical Detail

Workers in this group use clerical and math skills to gather, organize, compute, and record, with or without machines, the numerical information used in business or in financial transactions. Jobs in this group are found wherever numerical record keeping is important. Banks, finance companies, accounting firms, or the payroll and inventory control departments in business and government are typical of places where this work is done.

07.02-01	Bookkeeping and Auditing
07.02-02	Accounting
07.02-03	Statistical Reporting and Analysis
07.02-04	Billing and Rate Computation
07.02-05	Payroll and Timekeeping

07.03 Financial Detail

Workers in this group use basic math skills as they deal with the public. Keeping records, answering customers' questions, and supervising others is often part of the job. Jobs in this group are found where money is paid to or received from the public. Banks, grocery check-out counters, and ticket booths are typical places of employment.

No Subgroups.

07.04 Oral Communications

Workers in this group give and receive information verbally. Workers may deal with people in person by telephone, telegraph, or radio. Recording of information in an organized way is frequently required. Private businesses, institutions such as schools and hospitals, and government agencies hire these workers in their offices, reception areas, registration desks, and other areas of information exchange.

07.04-01	Interviewing
07.04-02	Order, Complaint, and Claims Handling
07.04-03	Registration
07.04-04	Reception and Information Giving
07.04-05	Information Transmitting and Receiving
07.04-06	Switchboard Services

07.05 Records Processing

Workers in this group prepare, review, maintain, route, distribute and coordinate recorded information. They check records and schedules for accuracy. They may schedule the activities of people or the use of equipment. Jobs in this group are found in most businesses, institutions, and government agencies.

07.05-01	Coordinating and Scheduling
07.05-02	Record Verification and Proofing
07.05-03	Record Preparation and Maintenance
07.05-04	Routing and Distribution

07.06 Clerical Machine Operation

Workers in this group use business machines to record or process data. They operate machines that type, print, sort, compute, send, or receive information. Their jobs are found in businesses, industries, government agencies, or wherever large amounts of data are processed, sent, or received.

07.06-01	Computer Operation
07.06-02	Keyboard Machine Operation

07.07 Clerical Handling

Workers in this group perform clerical duties that require little special training or skill. Workers routinely file, sort, copy, route, or deliver things like letters, packages, or messages. Most large businesses, industries, and government agencies employ these workers.

07.07-01	Filing
07.07-02	Sorting and Distribution
07.07-03	General Clerical Work

08 SELLING

08.01 Sales Technology

Workers in this group sell products such as industrial machinery, data processing equipment, and pharmaceuticals; services such as industrial shipping, insurance, and advertising. They advise customers of capabilities, uses, and other important features of these products and services, and help them choose those best suited to their needs. They work for manufacturers, wholesalers, and insurance, financial, and business service institutions. Also included in this group are workers who buy products, materials, securities and properties for resale. Some work for themselves.

08.01-01	Technical Sales
08.01-02	Intangible Sales
08.01-03	General Clerical Work

08.02 General Sales

Workers in this group sell, demonstrate, and solicit orders for products and services of many kinds. They are employed by retail and wholesale firms, manufacturers and distributors, business services, and nonprofit organizations. Some spend all their time in a single location, such as a department store or automobile agency. Others call on businesses or individuals to sell products or services, or follow up on earlier sales.

08.02-01	Wholesale
08.02-02	Retail
08.02-03	Wholesale and Retail
08.02-04	Real Estate
08.02-05	Demonstration and Sales
08.02-06	Services
08.02-07	Driving-Selling
08.02-08	Soliciting-Selling

08.03 Vending

Workers in this group sell novelties, snacks and other inexpensive items. They work at stadiums and street fairs, in nightclubs or restaurants, or wherever crowds gather for entertainment or recreation. Some of them sell products on the street, staying in one location or moving through commercial and residential areas.

08.03-01	Peddling and Hawking
08.03-02	Promoting

09 ACCOMMODATING

09.01 Hospitality Services

Workers in this group help persons, such as visitors, travelers, and customers, get acquainted with and feel at ease in an unfamiliar setting; provide escort and guide services; and plan and direct social activities.

09.01-01	Social and Recreational Activities
09.01-02	Guide Services

They may also be concerned with the safety and comfort of people when they are traveling or vacationing. These workers find employment with air, rail, and water transportation companies; radio and television broadcasting stations; hotels and restaurants; museums; retirement homes, and related establishments.

09.02 Barber and Beauty Services

Workers in this group provide people with a variety of barbering and beauty services. These services involve care of the hair, skin, and nails. These workers find employment in barber and beauty shops, department stores, hotels, and retirement homes. A few workers find jobs on passenger ships. Some are self-employed and work in their own home or go to the customer.

09.02-01	Cosmetology
09.02-02	Barbering

09.03 Passenger Services

Workers in this group drive buses, taxis, limousines or other vehicles to transport people. Workers who teach driving are also included in this group. Taxi, bus, and street railway companies hire most of the workers in this group, but they can also find employment with government agencies.

09.03-01	Group Transportation
09.03-02	Individual Transportation
09.03-03	Instruction and Supervision

09.04 Customer Services

Workers in this group provide customers in commercial settings with various services ranging from delivering newspapers to serving food. Their duties usually include receiving payment and making change. Most of these workers find employment in hotels, restaurants, stores, and concessions. However, some do work on board trains and ships and at amusement parks and resorts.

09.04-01	Food Services
09.04-02	Sales Services

09.05 Attendant Services

Workers in this group perform services that make life easier and more pleasant for people. They do things that people can't or don't want to do for themselves, like opening doors, delivering messages, carrying luggage and packages, and dishing up food. They find employment in a variety of settings, such as hotels, airports, golf courses, theaters, reducing salons, and gymnasiums.

09.05-01	Physical Conditioning
09.05-02	Food Services
09.05-03	Portering and Baggage Services
09.05-04	Doorkeeping Services
09.05-05	Card and Game Room Services

10 HUMANITARIAN

10.01 Social Services

Workers in this group help people deal with their problems. They may work with one person at a time or with groups of people. Workers sometimes specialize in problems that are personal, social, vocational, physical, educational, or spiritual in nature. Schools, rehabilitation centers, mental health clinics, guidance centers, and churches employ these workers. Jobs are also found in public and private welfare and employment services, juvenile courts and vocational rehabilitation programs.

10.01-01 Religious
10.01-02 Counseling and Social Work

10.02 Nursing, Therapy, and Specialized Teaching Services

Workers in this group care for, treat, or train people to improve their physical and emotional well-being. Most workers in this group deal with sick, injured, or handicapped people. Some workers are involved in health education and sickness prevention. Hospitals, nursing homes, and rehabilitation centers hire workers in this group, as do schools, industrial plants, doctors' offices, and private homes. Some sports also have need for workers in this group.

10.02-01 Nursing
10.02-02 Therapy and Rehabilitation
10.02-03 Specialized Teaching

10.03 Child and Adult Care

Workers in this group are concerned with the physical needs and the welfare of others. They assist professionals in treating the sick or injured. They care for the elderly, the very young, or the handicapped. Frequently these workers help people do the things they cannot do for themselves. Jobs are found in hospitals, clinics, day-care centers, nurseries, schools, private homes, and centers for helping the handicapped.

10.03-01 Data Collection
10.03-02 Patient Care
10.03-03 Care of Others

11 LEADING-INFLUENCING

11.01 Mathematics and Statistics

Workers in this group use advanced math and statistics to solve problems and conduct research. They analyze and interpret numerical data for planning and decision making. Some of these workers may first

11.01-01 Data Processing Design
11.01-02 Data Analysis

study and then determine how computers may best be used to solve problems or process information. Colleges, large businesses and industries, research organizations, and government agencies use these workers.

11.02 Educational and Library Services

Workers in this group do general and specialized teaching, vocational training, advising in agriculture and home economics, and library work of various kinds. Jobs are found in schools, colleges, libraries, and other educational facilities.

11.02-01	Teaching and Instructing, General
11.02-02	Vocational and Industrial Teaching
11.02-03	Teaching, Home Economics, Agriculture, and Related
11.02-04	Library Services

11.03 Social Research

Workers in this group gather, study, and analyze information about individuals, specific groups, or entire societies. They conduct research, both historical and current, into all aspects of human behavior, including abnormal behavior, language, work, politics, lifestyle, and cultural expression. They are employed by museums, schools and colleges, government agencies, and private research foundations.

11.03-01	Psychological
11.03-02	Sociological
11.03-03	Historical
11.03-04	Occupational
11.03-05	Economic

11.04 Law

Workers in this group advise and represent others in legal matters. Those in small towns and cities conduct criminal or civil cases in court, draw up wills and other legal papers, abstract real estate, and perform related activities. Those in large cities usually specialize in one kind of law, such as criminal, civil, tax, labor, or patent. They work in law firms, unions, government agencies, and commercial and industrial establishments. Some are self-employed and have their own offices. Lawyers are frequently elected to public office, particularly as legislators. Many state governors and U.S. presidents have been lawyers.

11.04-01	Justice Administration
11.04-02	Legal Practice
11.04-03	Abstracting, Document Preparation

11.05 Business Administration

Workers in this group are top level administrators and managers who work through lower level supervisors to direct all or part of the

11.05-01	Management Services: Nongovernment

activities in private establishments or government agencies. They set policies, make important decisions, and set priorities. These jobs are found in large businesses, industry, and government. Labor unions and associations will also hire these workers.

11.05-02	Administrative Specialization
11.05-03	Management Services: Government
11.05-04	Sales and Purchasing Management

11.06 Finance

Workers in this group use mathematical and analytical skills to design financial systems and examine and interpret financial records. They are concerned with accounting and auditing activities, records systems analysis, risk and profit analyses, brokering, and budget and financial control. They find employment in banks, loan companies, investment firms, colleges, government agencies, and miscellaneous business firms. Some workers, like accountants and appraisers, are self-employed.

11.06-01	Accounting and Auditing
11.06-02	Records Systems Analysis
11.06-03	Risk and Profit Analysis
11.06-04	Brokering
11.06-05	Budget and Financial Control

11.07 Services Administration

Workers in this group manage programs and projects in agencies that provide people with services in such areas as health, education, welfare, and recreation. They are in charge of program planning, policymaking, and other managerial activities. The jobs are found in welfare and rehabilitation agencies and organizations, hospitals, schools, churches, libraries, and museums.

11.07-01	Social Services
11.07-02	Health and Safety Services
11.07-03	Educational Services
11.07-04	Recreational Services

11.08 Communications

Workers in this group write, edit, report and translate factual information. They find employment with radio and television broadcasting stations, newspapers, and publishing firms. Government agencies and professional groups provide some opportunities as do large firms which publish company newspapers and brochures.

11.08-01	Editing
11.08-02	Writing
11.08-03	Writing and Broadcasting
11.08-04	Translating and Interpreting

11.09 Promotion

Workers in this group raise money, advertise products and services, and influence people in their actions or thoughts. They find employment in business and industry, with advertising agencies, professional groups, unions, colleges, and government agencies.

11.09-01	Sales
11.09-02	Funds and Membership Solicitation
11.09-03	Public Relations

11.10 Regulations Enforcement

Workers in this group enforce government regulations and company policies that affect peoples' rights, health, safety, and finances. They examine records, inspect products, and investigate services, but do not engage in police work. Most workers find employment with government agencies, licensing departments, and health departments. Some are employed by retail establishments, mines, transportation companies, and nonprofit organizations.

11.10-01	Finance
11.10-02	Individual Rights
11.10-03	Health and Safety
11.10-04	Immigration and Customs
11.10-05	Company Policy

11.11 Business Management

Workers in this group manage a business, such as a store or cemetery, a branch of a large company, such as a local office for a credit corporation, or a department within a company, such as a warehouse. They usually carry out operating policies and procedures determined by administrative workers, such as presidents, vice presidents and directors. Some managers own their own businesses and are considered self-employed. Managers find employment in all kinds of businesses as well as government agencies.

11.11-01	Lodging
11.11-02	Recreation and Amusement
11.11-03	Transportation
11.11-04	Services
11.11-05	Wholesale-Retail

11.12 Contracts and Claims

Workers in this group negotiate contracts and settle claims for companies and individuals. Some make arrangements for agreements between buyers and sellers. Others investigate claims involving damage, injury, and losses. Jobs are found in insurance and transportation companies; businesses; construction companies; and government agencies. Some are found in booking agencies. These agents are frequently self-employed.

11.12-01	Claims Settlement
11.12-02	Rental and Leasing
11.12-03	Booking
11.12-04	Procurement Negotiations

12 PHYSICAL PERFORMING

12.01 Sports

Workers in this group compete in professional athletic or sporting events, coach players, and officiate at games. They also give individual and group instruction, recruit players, and regulate various aspects of sporting events. Jobs in this group are found in

12.01-01	Coaching and Instructing
12.01-02	Officiating
12.01-03	Performing

all types of professional sports, such as football, baseball, hockey, golf, tennis, and horse racing. Some jobs are also available with private recreational facilities, including ski resorts, skating rinks, athletic clubs, and gymnasiums.

12.02 Physical Feats

Workers in this group perform unusual or daring acts of physical strength or skill to entertain people. They may perform alone or with others. Circuses, carnivals, theaters, and amusement parks hire these people.

No Subgroups.

APPENDIX D

Page

- THE PROJECT HAVE SKILLS WORK GROUPS CHART. 217
- THE HAVE SKILLS WORK GROUPS TABLE. 219

THE PROJECT HAVE SKILLS WORK GROUPS CHART

Directions: In the left-hand column, find the name of an "I Can" list like one of your own. Then look across the chart. A black dot (●) will appear under the number of each work group that has many paid jobs using these homemaking and volunteer experience skills. A white dot (○) will appear under the number of each work group which has one or two subgroups using these skills. A star (★) will appear under the number of each work group that has a few jobs using these skills. Write down the numbers of the work groups that use your skills. Then turn to Appendix B (or the *Guide for Occupational Exploration*) to read about each group. (Note: This same information can be found in more detail in the HAVE Skills Work Groups Table in Appendix C. Use this table to find the names of the subgroups or the jobs.)

WORK GROUPS

"I Can" Lists (Skills)	01.01	01.02	01.03	01.04	01.05	01.06	01.07	01.08	02.01	02.02	02.03	02.04	03.01	03.02	03.03	03.04	04.01	04.02	05.01	05.02	05.03	05.04	05.05	05.06	05.07	05.08	05.09	05.10	05.11	05.12
Advocate/Change Agent																														
Artist/Craftsperson		●				●													○		○		●					●		
Civil/Legal Rights Worker																	●													
Community Resources Spec.																														
Cook/Nutritionist										○													○					○		○
Financial Manager																														
Group Leader																														
Home Maintenance Technician																				○	○		●	○	★			●	○	●
Horticulturist/Floral Des.		★								○			●	●		●			★											
Library Assistant																							★				●			★
Performing Arts Specialist			●	●	●		○																★							
Public Relations/Comm. Worker	●	★																		○	○									
Sales Worker/Organizer		★																	○								○			
Transportation Spec.																					○		○		○	●		○		

"I Can" Lists (Skills)	06.01	06.02	06.03	06.04	07.01	07.02	07.03	07.04	07.05	07.06	07.07	08.01	08.02	08.03	09.01	09.02	09.03	09.04	09.05	10.01	10.02	10.03	11.01	11.02	11.03	11.04	11.05	11.06	11.07	11.08	11.09	11.10	11.11	11.12	12.01	12.02
Advocate/Change Agent																									○	●	○		○		○	●		○		
Artist/Craftsperson	●	●																			★															
Civil/Legal Rights Worker					○															○						●			○			○		○		
Community Resources Spec.					○			●							○					●					○				○							
Cook/Nutritionist		○		○					★															○			★						○			
Financial Manager					○	●	●																●				○	●				○	●	○		
Group Leader															○					●	○	○		●					●				○		○	
Home Maintenance Technician	○	○																															○			
Horticulturist/Floral Des.												★	★											○								★				
Library Assistant									●		●													○		○			○							
Performing Arts Specialist													★		○															○			★	○		
Public Relations/Comm. Worker												★																		●	●			○		
Sales Worker/Organizer					★	●	●	○				●	●	●				○									○	○			○		○			
Transportation Spec.								○	○			★	○				●	★														○	★	★		

THE HAVE SKILLS WORK GROUPS TABLE

Directions: In the left-hand column, find the name of an "I Can" list with skills like yours. Then look across to the right-hand column. The names of work groups that have many jobs using these skills will appear in CAPITAL LETTERS. The names of subgroups or parts of subgroups with some jobs using these skills will appear in regular letters. Write down the numbers of the work groups and subgroups that have jobs using your skills. Then turn to Appendix C (or the Guide for Occupational Exploration) to read about each of these work groups. (Note that this table gives the same information, but in more detail, as does the HAVE SKILLS WORK GROUPS CHART on page 217.)

"I Can" List (Skills)	Related Work Groups and Subgroups
Administrator/Manager	MANAGERIAL WORK: PLANTS AND ANIMALS 03.01 GENERAL SUPERVISION: PLANTS AND ANIMALS 03.02 MANAGERIAL WORK: MECHANICAL 05.02 ADMINISTRATIVE DETAIL 07.01 BUSINESS ADMINISTRATION 11.05 SERVICES ADMINISTRATION 11.07 BUSINESS MANAGEMENT 11.11 Safety and Law Enforcement, Management 04.01-01 Engineering, Work Planning and Utilization 05.01-06 Engineering Technology, Expediting and Coordinating 05.03-03 Engineering Technology, Industrial and Safety 05.03-06 Elemental Work: Mechanical, Supervision 05.12-01 Industrial Production Technology, Supervision and Instruction 06.01-01 Industrial Production Work, Supervision 06.02-01 Elemental Work: Industrial, Supervision 06.04-01 Records Processing, Coordinating and Scheduling 07.05-01 Passenger Services, Instruction and Supervision 09.03-03 Law, Justice Administration 11.04-01
Advocate/Change Agent	LAW 11.04 REGULATIONS ENFORCEMENT 11.10 Social Research, Sociological 11.03-02 Business Administration, Management Services, Nongovernment 11.05-01

	Business Administration, Management Services: Government 11.05-03 Services Administration, Social Services 11.07-01 Promotion, Funds and Membership Solicitation 11.09-02 Promotion, Public Relations 11.09-03 Contracts and Claims, Procurement Negotiations 11.12-04
Animal Care Specialist	MANAGERIAL WORK: PLANTS AND ANIMALS 03.01 GENERAL SUPERVISION: PLANTS AND ANIMALS 03.02 ANIMAL TRAINING AND SERVICE 03.03 ELEMENTAL WORK: PLANTS AND ANIMALS 03.04 Life Sciences, Animal Specialization 02.02-01 Life Sciences, Plant and Animal Specialization 02.02-03 Medical Sciences, Veterinary Medicine 02.03-03 Laboratory Sciences, Animal Laboratory Technician 02.04-02 Oral Communication, Animal Registration 07.04-03 Sales Technology, Purchasing and Sales, Agricultural Products and Livestock 08.01-03 General Sales, Wholesale Animal and Veterinary Supplies 08.02-01 General Sales, Retail, Pets and Pet Supplies 08.02-02 Teaching, Agriculture 11.02-03 Regulations Enforcement, Animal Health and Safety 11.10-03
Artist/Craftsperson	VISUAL ARTS 01.02 CRAFT ARTS 01.06 CRAFT TECHNOLOGY 05.05 CRAFTS 05.10 PRODUCTION TECHNOLOGY 06.01 PRODUCTION WORK 06.02 Engineering, Design 05.01-07 Engineering Technology, Drafting 05.03-02 Therapy, Art and Occupational Therapy 10.02-02

Child Care Specialist	SOCIAL SERVICES 10.01 NURSING, THERAPY AND SPECIALIZED TEACHING 10.02 CHILD AND ADULT CARE 10.03 EDUCATIONAL SERVICES 11.02 Medical Sciences, Medicine and Surgery 02.03-01 Medical Sciences, Health Specialties 02.03-04 Hospitality Services, Social and Recreational Activities 09.01-01 Sports, Coaching and Instructing 12.01-01
Civil/Legal Rights Worker	SAFETY AND LAW ENFORCEMENT 04.01 LAW 11.04 Administrative Detail, Interviewing 07.01-01 Administrative Detail, Investigating 07.01-06 Social Services, Counseling and Social Work 10.01-02 Services Administration, Social Services 11.07-01 Regulations Enforcement, Individual Rights 11.10-02 Contracts and Claims, Claims Settlement 11.12-01
Clothing and Textile Specialist	Visual Arts, Commercial, Cloth or Clothing Design 01.02-03 Visual Arts, Crafts, Museum Costumer or Textile Restorer 01.06-02 Craft Technology, Custom Sewing, Tailoring and Upholstering 05.05-15 Material Control, Estimating, Scheduling and Record Keeping, Draperies and Upholstery 05.09-02 Crafts, Structural, Carpet and Drapery Installer 05.10-01 Elemental Work: Mechanical, Cleaning and Maintenance 05.12-18 Production Work, Machine, Textiles 06.02-06 Production, Equipment Operating, Textile Fabric and Leather Processing 06.02-16 Production Work, Manual, Textile, Fabric and Leather 06.02-27 Quality Control, Cloth Quality Tester 06.03-01 Quality Control, Raw Fiber Grader 06.03-02

	Elemental Machine Work, Fabric and Leather 06.04-05 Elemental Equipment Operation, Textile, Fabric and Leather 06.04-16 Elemental Work, Laundering and Dry Cleaning 06.04-35 General Sales, Wholesale, Clothing and Textiles 08.02-01 General Sales, Retail, Clothing and Textiles 08.02-02 General Sales, Demonstration, Needlework Techniques 08.02-05 Attendant Services, Wardrobe Supervisor 09.05-07 Teaching, Home Economics and Extension Services 11.02-03
Community Resources Specialist	ORAL COMMUNICATIONS 07.04 SOCIAL SERVICES 10.01 Administrative Detail, Interviewing 07.01-01 Guide Services, Sight-Seeing 09.01-02 Social Research, Sociology 11.03-02 Services Administration, Social Services 11.07-01 Services Administration, Health and Safety Services 11.07-02
Consumer Economics Specialist	QUALITY CONTROL 06.03 ADMINISTRATIVE DETAIL 07.01 ORAL COMMUNICATIONS 07.04 REGULATIONS ENFORCEMENT 11.10 Sales Technology, Purchasing and Sales 08.01-03 Teaching, Home Economics and Extension Services 11.02-03 Business Administration, Sales and Purchasing Management 11.05-04 Finance, Risk and Profit Analysis 11.06-03 Contract and Claims, Claims Settlement 11.12-01 Contract and Claims, Procurement Negotiations 11.12-04
Cook/Nutritionist	Life Sciences, Food Research 02.02-04 Craft Technology, Food Preparation 05.05-17

	Crafts, Food Preparation 05.10-08 Elemental Work, Food Preparation 05.12-17 Production Equipment Operation, Food Processing 06.02-15 Manual Production Work, Food Processing 06.02-28 Elemental Equipment Operation, Food Processing 06.04-15 Elemental Manual Work, Food Processing 06.04-28 Records Processing, Diet Clerk 07.05-03 Teaching, Home Economics and Extension Services 11.02-03 Business Administration, Dietitian, Administration Specialization 11.05-03 Business Management, Food Services 11.11-04
Counselor	ORAL COMMUNICATIONS 07.04 SOCIAL SERVICES 10.01 Administrative Detail, Interviewing 07.01-01 Sales Technology, Intangible Sales 08.01-02 General Sales, Services 08.02-06 Promotion, Sales 11.09-01 Promotion, Public Relations 11.09-03
Financial Manager	MATHEMATICAL DETAIL 07.02 FINANCIAL DETAIL 07.03 MATHEMATICS AND STATISTICS 11.01 FINANCE 11.06 BUSINESS MANAGEMENT 11.11 Administrative Detail, Financial 07.01-04 Business Administration, Financial Administration Specialty 11.05-02 Sales and Purchasing Management 11.05-04 Regulations Enforcement, Finance 11.10-01 Contracts and Claims, Procurement Negotiations 11.12-04
Fund Raiser	SALES TECHNOLOGY 08.01 GENERAL SALES 08.02 VENDING 08.03 PROMOTION 11.09
Group Leader	SOCIAL SERVICES 10.01 EDUCATIONAL AND LIBRARY SERVICES 11.02

	SERVICES ADMINISTRATION 11.07 Hospitality Services, Social and Recreational Activities 09.01-01 Therapy and Rehabilitation 10.02-02 Specialized Teaching 10.02-03 Child and Adult Care, Care of Others 10.03-03 Business Management, Recreation and Amusement 11.11-02 Sports, Coaching, Instructing 12.01-01
Health Care Worker	MEDICAL SCIENCES 02.03 NURSING, THERAPY AND SPECIALIZED TEACHING 10.02 CHILD AND ADULT CARE 10.03 Laboratory Technology, Life Sciences 02.04-02 Craft Technology, Medical Equipment Fabrication and Repair 05.05-11 Vehicle Operation, Medical Services Driver 05.08-03 Oral Communications, Hospital Registration 07.04-03 Records Processing, Medical Records 07.05-03 Sales Technology, Sales Representative, Medical Equipment and Supplies 08.01-01 General Sales, Retail, Medical Aid Items 08.02-02 Services Administration, Health and Safety Services 11.07-02 Regulations Enforcement, Health and Safety 11.10-03
Home Maintenance Technician	CRAFT TECHNOLOGY 05.05 CRAFTS 05.10 ELEMENTAL MECHANICAL WORK 05.12 Managerial Work: Mechanical, Maintenance and Construction 05.02-02 Managerial Work: Mechanical Services 05.02-06 Engineering Technology, Expediting and Coordinating 05.03-03 Engineering Technology, Industrial and Safety 05.03-06 Systems Operation, Stationary Engineer 05.06-02

	Quality Control, Structural, Inspector 05.07-01 Equipment Operation, Construction 05.11-01 Production Work, Precision Handwork 06.01-03 Production Work, Manual, Small Parts Assembly 06.02-23 Production Work, Manual, Textile, Fabric and Leather 06.02-27 Business Management, Lodging 11.11-01
Home Planner and Designer	Visual Arts, Commercial 01.02-03 Engineering, Design 05.01-07 Managerial Work, Mechanical Services 05.02-06 Engineering Technology, Drafting 05.03-02 Engineering Technology, Expediting and Coordinating 05.03-03 Craft Technology, Painting, Plastering and Paperhanging 05.05-04 Craft Technology, Custom Sewing, Tailoring and Upholstering 05.05-15 General Sales, Real Estate 08.02-04 Business Administration, Sales and Purchasing Management 11.05-04 Regulations Enforcement, Health and Safety 11.10-03 Contracts and Claims, Claims Settlement 11.12-01
Horticulturist/Floral Designer	PLANTS AND ANIMALS, MANAGERIAL WORK 03.01 PLANTS AND ANIMALS, GENERAL SUPERVISION 03.02 PLANTS AND ANIMALS, ELEMENTAL WORK 03.04 Visual Arts, Commercial, Floral Design 01.02-03 Life Sciences, Plant Specialization 02.02-02 Life Sciences, Plant and Animal Specialization 02.02-03 Engineering, Design, Landscape Design 05.01-07 Sales Technology, Purchasing and Sales, Horticultural Product Buyer 08.01-03 General Sales, Wholesale, Floral and Garden Equipment and Supplies 08.02-01 General Sales, Retail, Plants, Flowers, and Agricultural Products 08.02-02

	Education, Agriculture and Extension Service 11.02-03 Regulations Enforcement, Health and Safety, Agricultural Products 11.10-03
Human Resources Specialist	ADMINISTRATIVE DETAIL 07.01 SOCIAL RESEARCH 11.03 SERVICES ADMINISTRATION 11.07 Oral Communications, Interviewing 07.04-01 Business Administration, Personnel Administration Specialization 11.05-02 Regulations Enforcement, Individual Rights 11.10-02
Library Assistant	MATERIALS CONTROL 05.09 RECORDS PROCESSING 07.05 CLERICAL HANDLING 07.07 Craft Technology, Audiovisual Equipment Operator-Repairer 05.05-10 Craft Technology, Bookbinding 05.05-15 Elemental Work, Mechanical: Book Repairing 05.12-19 Educational and Library Services, Library Services 11.02-04 Law, Abstracting and Document Preparation 11.04-03 Services Administration, Recreational, Library Administration 11.07-04
Museum Assistant	Visual Arts, Instructing and Appraising 01.02-01 Craft Arts, Museum Technician 01.06-02 Craft Technology, Audiovisual Equipment Operator-Repairer 05.05-10 General Sales, Retail, Art 08.02-02 Hospitality Services, Guide Services 09.01-02 Education, Teaching and Instruction, General 11.02-01 Social Research, Historical 11.03-03 Services Administration, Recreational, Museum Administration 11.07-04
Performing Arts Specialist	PERFORMING ARTS, DRAMA 01.03 PERFORMING ARTS, MUSIC 01.04

	PERFORMING ARTS, DANCE 01.05 Elemental Arts, Announcing 01.07-02 Craft Technology, Musical Instrument Fabrication and Repair 05.05-12 General Sales, Wholesale, Musical Instruments and Accessories 08.02-01 General Sales, Retail, Musical Instruments and Accessories 08.02-02 Hospitality Services, Social and Recreational 09.01-01 Communications, Writing and Broadcasting 11.08-03 Business Management, Recreational, Performing Arts 11.11-02 Contracts and Claims, Booking 11.12-03
Problem Analyst/Researcher	PHYSICAL SCIENCES 02.01 LIFE SCIENCES 02.02 MEDICAL SCIENCES 02.03 LABORATORY TECHNOLOGY 02.04 ENGINEERING 05.01 SOCIAL RESEARCH 11.03 Administrative Detail, Investigating 07.01-06 Mathematical Detail, Statistical Reporting and Analysis 07.02-03 Mathematics and Statistics, Data Analyses 11.01-02 Law, Legal Practice, Legal Investigator 11.04-02 Communications, Writing, Research Worker 11.08-02
Public Relations/Communications Worker	LITERARY ARTS 01.01 COMMUNICATION 11.08 PROMOTION 11.09 Visual Arts, Commercial Art, Advertising 01.02-03 Managerial Work: Mechanical, Communications 05.02-04 Engineering Technology, Electrical-Electronic 05.03-05 Sales Technology, Intangible Sales, Advertising 08.01-02 Contracts and Claims, Booking 11.12-03
Recreation Worker	SPORTS 12.01 General Sales, Retail, Sports Equipment 08.02-02

	Hospitality Services, Social and Recreatio Activities 09.01-01 Nursing and Therapy, Therapy and Rehabilit tion 10.02-02 Services Administration, Recreational Services 11.07-04 Business Management, Recreation and Amusem 11.11-02
Sales Worker/Organizer	MATHEMATICAL DETAIL 07.02 FINANCIAL DETAIL 07.03 SALES TECHNOLOGY 08.01 GENERAL SALES 08.02 VENDING 08.03 Visual Arts, Commercial, Merchandise Display 01.02-03 Engineering, Sales Engineering 05.01-05 Materials Control, Shipping, Receiving an Stocking 05.09-01 Administrative Detail, Interviewing 07.01- Administrative Detail, Financial Work 07.0 Oral Communications, Order, Complaint, an Claims Handling 07.04-02 Customer Services, Sales Services 09.04-02 Business Administration, Sales and Purchas ing Management 11.05-04 Finance, Risk and Profit Analysis 11.06-03 Finance, Brokering 11.06-04 Promotion, Sales 11.09-01 Business Management, Wholesale-Retail 11.11-05
Teacher/Trainer	EDUCATIONAL AND LIBRARY SERVICES 11.02 Visual Arts, Instructing 01.02-01 Performing Arts: Drama, Instructing 01.03-01 Performing Arts: Music, Instructing 01.04-01 Performing Arts: Dance, Instructing 01.05-01 Production Technology, Instruction 06.01-0 Sales Technology, Intangible Sales 08.01-0 General Sales, Demonstrating 08.02-05 Hospitality Services, Guide Services 09.01-02 Passenger Services, Instruction 09.03-03 Nursing and Therapy, Specialized Teaching 10.02-03

	Services Administration, Education 11.07-03 Promotion, Sales 11.09-01 Sports, Coaching and Instruction 12.01-01
Transportation Specialist	LAND AND WATER VEHICLE OPERATION 05.08 PASSENGER SERVICES 09.03 Engineering Technology Expediting and Coordinating 05.03-03 Craft Technology, Mechanical Work, Automotive 05.05-09 Quality Control, Mechanical, Automotive 05.07-02 Crafts, Mechanical, Automotive 05.10-02 Oral Communications, Information Transmitting and Receiving 07.04-05 Records Processing, Coordinating and Scheduling 07.05-01 Sales Technology, Intangible Sales, Traffic Agent or Shipping Service 08.01-01 General Sales, Retail, Automobiles 08.02-02 General Sales, Services, Transportation or Travel 08.02-06 General Sales, Driving-Selling 08.02-07 Customer Services, Sales Services, Automobile 09.04-02 Regulations Enforcement, Health and Safety, Motor Vehicles and Drivers 11.10-02 Regulations Enforcement, Company Policy, Motor Transportation 11.10-05 Business Management, Transportation, Motor Vehicles 11.11-03 Contracts and Claims, Claims Settlement, Motor Vehicle 11.12-01

APPENDIX E

THE HAVE SKILLS JOB EXPLORATION TABLE

THE HAVE SKILLS JOB EXPLORATION TABLE

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
01.01	Literary Arts	-	Creative Writers Film/Publication Editors
01.02	Visual Arts	Design Occupations	Architects Display Workers Floral Designers Industrial Designers Interior Decorators/Designers Landscape Architects Photographers Technical Illustrators
01.03	Performing Arts: Drama	Performing Artists	Actresses Radio/TV Announcers
01.04	Performing Arts: Music		Musicians Singers
01.05	Performing Arts: Dance		Dancers
01.06	Craft Arts	-	Jewelers Lithographic Artists Model Makers Photoengravers
01.07	Elemental Arts	-	Amusement Park Entertainers
01.08	Modeling	-	Models
02.01	Physical Sciences	Physical Scientists Environmental Sciences	Astronomers Chemists Geologists Oceanographers Physicists
02.02	Life Sciences	Life Science Occupations	Biochemists Food Technologists Life Scientists Soil Scientists

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
02.03	Medical Sciences	Medical Practitioners Dental Occupations	Chiropractors Dentists Optometrists Osteopathic Physicians Physicians Podiatrists Veterinarians
02.04	Laboratory Technology	-	Medical Laboratory Workers Pharmacists
03.01	Managerial Work: Plants and Animals	Agriculture Conservation Occupations	Farmer Managers Foresters Range Managers Soil Conservationists
03.02	Supervisory Work: Plants and Animals	Agriculture	Forestry Technicians
03.03	Animal Training and Services	-	Animal Trainers Animal Caretakers
03.04	Elemental Work: Plants and Animals	Agriculture	Farm Laborers
04.01	Safety and Law Enforcement	Protective and Related Occupations	Construction Inspectors Occupational Safety and Health Workers State Police Officers
04.02	Security Services	Protective and Related Occupations	Correction Officers Firefighters Guards Police Officers

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
05.01	Engineering	Engineers	Aerospace Engineers Agricultural Engineers Biomedical Engineers Ceramic Engineers Chemical Engineers Civil Engineers Electrical Engineers Engineering and Science Technicians Industrial Engineers Mechanical Engineers Metallurgical Engineers Mining Engineers Petroleum Engineers
05.02	Mechanical Work: Managerial	-	Radio/TV Broadcast Technical Directors
05.03	Engineering Technology	-	Drafters Surveyors
05.04	Air and Water Vehicle Operation	Air Transportation Occupations Merchant Marine Occupations Civil Aviation	Airplane Pilots
05.05	Craft Technology	Mechanical and Repairers Construction Occupations	Automobile Mechanics Business Machine Repairers Carpenters Cooks and Chefs Computer Services Technicians Dental Laboratory Technicians Dietitians Dispensing Opticians Electricians Furniture Upholsterers Ophthalmic Laboratory Technicians Painters and Paperhangers Plumbers Sheet-Metal Workers Telephone Graft Workers Tile Setters Welders

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
05.06	Systems Operation	-	Stationary Engineers Wastewater Treatment Plant Operators
05.07	Quality Control: Mechanical	-	Automobile Inspection Tester
05.08	Land and Water Vehicle Operation	Railroad Occupations Driving Occupations Railroads Trucking	Bus Drivers Locomotive Engineers Taxi Drivers Truck Drivers
05.09	Materials Control	-	Materials Handlers
05.10	Crafts	-	Appliance Repairers Floor-Covering Installers Insulation Workers Pest Controllers Photographic Laboratory Workers Radio/TV Service Technicians
05.11	Equipment Operation	-	Operating Engineers Power Truck Operators
05.12	Elemental Work: Mechanical	-	Building Custodians
06.01	Production Technology	Manufacturing Industrial Production	Assemblers Blue Collar Supervisors Inspectors Machinists
06.02	Production Work		
06.03	Quality Control: Industrial		
06.04	Elemental Work: Industrial		

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
07.01	Administrative Detail	Clerical Occupations	Collection Workers Secretaries
07.02	Mathematical Detail	Clerical Occupations	Bookkeepers Statistical Clerks
07.03	Financial Detail	Banking Occupations Clerical Occupations	Bank Tellers Cashiers
07.04	Oral Communications	Clerical Occupations	Hotel Front Office Clerks Receptionists Telephone Operators
07.05	Records Processing	-	Airlines Reservations Workers Medical Record Technicians
07.06	Clerical Machine Operators	Clerical Occupations Computers and Related Occupations	Computer Operators Office Machine Operators Typists
07.07	Clerical Handling	Clerical Occupations	File Clerks Postal Clerks Shipping and Receiving Clerks
08.01	Sales Technology	Sales Occupations Wholesale and Retail Trade	Automobile Sales Workers Insurance Agents Manufacturer's Sales Workers Real Estate Agents Retail Trade Sales Workers Securities Sales Workers Travel Agents Wholesale Trade Sales Workers
08.02	General Sales		
08.03	Vending		
09.01	Hospitality Services	Service Industries	Hotel Managers/Assistants
09.02	Barber and Beauty Services	Personal Services	Barbers Cosmetologists
09.03	Passenger Services	-	Airline Flight Attendants Railroad Conductors

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
09.04	Customer Services	Food Services	Bartenders Food Counter Workers Waitresses
09.05	Attendant Services	-	Bellhops Parking Attendants
10.01	Humanitarian Services	Social Service Occupations	Career Planning Counselors Clergy Employment Counselors Rehabilitation Counselors Social Workers/Aides
10.02	Nursing and Therapy	Health Occupations	Dental Hygienists/Assistants Electrocardiograph Technicians Electroencephalograph Technicians Emergency Medical Workers Homemaker/Home Health Aides Licensed Practical Nurses Occupational Therapists Operating Room Assistants Optometric Assistants Physical Therapists Radiologic Technologists Registered Nurses Respiratory Therapy Workers Speech Therapists
10.03	Adult and Child Care		
11.01	Mathematics and Statistics	Computer Occupations Insurance Occupations Mathematics Occupations	Actuaries Computer Programmers Mathematicians Statisticians Systems Analysts
11.02	Educational and Library Services	Teaching Occupations Library Occupations	College Faculty Cooperative Extension Service Workers Elementary Schoolteachers Librarians Library Technicians/Assistants Secondary Schoolteachers Teacher Aides

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
11.03	Social Research	Social Sciences	Anthropologists Economists Geographers Historians Marketing Research Workers Political Scientists Psychologists Sociologists
11.04	Law	-	Arbitrators Lawyers Paralegal Assistants
11.05	Business Administration	Administrative Occupations	Buyers City Managers Personnel and Labor Relations Workers
11.06	Finance	-	Accountants Bank Officers and Managers Credit Managers Insurance Underwriters
11.07	Services Administration	-	Health Services Administrators Medical Record Administrators Museum Curators Recreation Supervisors
11.08	Communications	Communications Occupations	Newspaper Reporters Technical Writers Translators/Interpreters
11.09	Promotion	Communications Occupations	Advertising Copywriters Fund Raisers Lobbyists Public Relations Workers
11.10	Regulations Enforcement	-	Health and Regulatory Inspectors
11.11	Business Management	-	Hotel Managers Retail Food Store Managers Restaurant Managers
11.12	Contracts and Claims	-	Insurance Claims Adjusters Purchasing Agents

	Work Group	Related Section(s) in Occupational Outlook Handbook	Representative Jobs
12.01	Sports	-	Coaches Professional Athletes
12.02	Physical Feats		Stunt Performers Umpires/Officials

APPENDIX F

RELATING D.O.T. GROUPS AND THE "I CAN" LISTS

RELATING D.O.T. GROUPS AND THE "I CAN" LISTS

Directions: Locate a Dictionary of Occupational Titles (D.O.T.) Occupational Group in the left-hand column. The right-hand column will give the name(s) of related women's skill ("I Can") list(s).

D.O.T. Occupational Group	Related Women's Skill ("I Can") List(s)
PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS	
00_/01_ Occupations in architecture engineering, and surveying	Problem Analyst
001 Architects	Artist; Home Planner
012 Industrial engineering occupations	Administrator; Problem Analyst
017 Drafters, n.e.c.	Artist; Home Planner
02_ Occupations in mathematics and physical sciences	Problem Analyst
04_ Occupations in life sciences	Problem Analyst
040 Occupations in agricultural science	Animal Care; Horticulturist; Problem Analyst
045 Occupations in psychology	Counselor; Problem Analyst
049 Occupations in life sciences, n.e.c.	Animal Care; Horticulturist; Problem Analyst
05_ Occupations in social sciences	Problem Analyst
07_ Occupations in medicine and health	Health Care
073 Veterinarians	Animal Care
075 Registered nurses	Health Care
076 Therapists	Artist; Health Care; Recreation; Teacher
077 Dietitians	Cook

078	Occupations in medical and dental technology	Health Care; Problem Analyst
079	Occupations in medicine and health, n.e.c.	Health Care
09_	Occupations in education	Teacher
092	Occupations in preschool, kindergarten, and primary school education	Child Care; Teacher
094	Occupations in education of the handicapped	Health Care; Teacher
096	Home economists and farm advisors	Animal Care; Child Care; Clothing and Textiles; Consumer Economics; Cook; Home Planner; Horticulturist; Teacher
10_	Occupations in museum, library and archival sciences	Library Assistant; Museum Assistant; Problem Analyst
11_	Occupations in law and jurisprudence	Advocate; Civil/Legal Rights; Problem Analyst
12_	Occupations in religion and theology	Counselor
131	Writers	Public Relations
132	Editors	Public Relations
14_	Occupations in Art	Artist
142	Environmental and product designers	Artist; Clothing and Textile; Home Planner; Horticulturist
150	Occupations in dramatics	Performing Arts
151	Occupations in dance	Performing Arts
152	Occupations in music	Performing Arts
153	Occupations in athletics and sports	Recreation
159	Occupations in entertainment and recreation, n.e.c.	Performing Arts

16_	Occupations in administrative specializations	Administrator
160	Accountants and auditors	Financial Manager
161	Budget and management systems analysis occupations	Administrator; Financial Manager; Problem Analyst
162	Purchasing management occupations	Consumer Economics; Financial Manager
163	Sales and distribution management occupations	Administrator; Public Relations; Sales
164	Advertising management occupations	Administrator; Public Relations
165	Public relations management	Administrator; Advocate; Fund Raiser; Public Relations
166	Personnel administration occupations	Counselor; Human Resources; Teacher
168	Inspectors and investigators	Civil/Legal Rights; Consumer Economics; Problem Analyst
18_	Managers and officials, n.e.c.	Administrator
180	Agricultural managers	Administrator; Animal Care; Horticulturist
184	Transportation and communications managers	Administrator; Public Relations; Transportation
185	Wholesale and retail trade managers	Administrator; Sales
186	Finance and real estate managers	Administrator; Financial Manager; Home Planner
187	Service industry managers	Administrator; Group Leader; Recreation
195	Occupations in social and welfare work	Civil/Legal Rights; Community Resources; Counselor; Recreation
	CLERICAL AND SALES	
205	Interviewing clerks	Community Resources; Counselor
206	File clerks	Library Assistant

21_	Computing and account recording occupations	Financial Manager
221	Production clerks	Administrator; Home Planner
237	Information and reception clerks	Community Resources
241	Investigators and adjusters	Consumer Economics; Financial Manager
248	Transportation-service clerks	Transportation
25_	Sales occupations, services	Sales
26_	Sales occupations, consumables	Sales
261	Sales occupations, textile products	Clothing and Textiles; Consumer Economics; Sales
27_	Sales occupations, commodities, n.e.c.	Sales
270	Sales occupations, home furniture, furnishings, and appliances	Consumer Economics; Home Planner; Sales
272	Sales occupations, farm and garden supplies	Horticulturist; Sales
273	Sales occupations, transportation equipment	Sales; Transportation
277	Sales occupations, sporting and hobby goods	Artist; Recreation; Sales
29_	Miscellaneous sales occupations	Sales
292	Route sales and delivery occupations	Sales; Transportation
293	Solicitors	Fund Raiser
296	Shoppers	Consumer Economics
297	Sales promotion occupations	Sales; Teacher
298	Merchandise displayer	Artist; Sales

SERVICE

310	Food service hostesses and stewardesses	Administrator; Cook
313	Chefs and cooks, hotel and restaurant	Cook
315	Miscellaneous cooks	Cook
316	Meat cutters	Cook
317	Miscellaneous food and beverage preparation occupations	Cook
352	Hostesses and stewardesses, n.e.c.	Group Leader; Recreation
353	Guides	Museum Assistant; Recreation; Teacher
354	Practical nurses	Health Care
355	Hospital and health service attendants	Health Care
36_	Apparel and furnishings service occupations	Clothing and Textiles
375	Police officers and detectives, public service	Civil/Legal Rights; Problem Analyst
376	Police officers and detectives, except public services	Civil/Legal Rights; Consumer Economics; Problem Analyst
383	Building pest control occupations	Home Maintenance

AGRICULTURE

40_	Plant farming occupations	Horticulture
41_	Animal farming occupations	Animal Care
451	Tree farming	Horticulture

PROCESSING

520	Food mixing occupations	Cook

524	Food, icing and decorating occupations	Cook
526	Cooking and baking occupations, n.e.c.	Cook
57_	Occupations processing stone, clay and glass	Artist
58_	Occupations processing textiles	Clothing and Textiles
	MACHINE TRADES	
61_	Metalwork occupations, n.e.c.	Artist
620	Motorized vehicle mechanics and repairers	Transportation
660	Cabinetmakers	Home Maintenance
68_	Textile occupations	Clothing and Textiles
	BENCHWORK	
700	Jewelry making	Artist
704	Engravers and etchers	Artist
712	Fabrication and repair of medical and dental items	Artist
713	Fabrication and repair of ophthalmic goods	Artist
723	Assembly and repair of electrical appliances	Home Maintenance
731	Fabrication and repair of toys and games	Home Maintenance
735	Fabrication and repair of jewelry, n.e.c.	Artist
74_	Painting and decorating	Artist, Home Planner
76_	Fabrication and repair of wood products	Home Maintenance

77_	Fabrication and repair of stone, clay and glass products	Artist
78_	Fabrication and repair of textile products	Clothing and Textile

STRUCTURAL WORK

827	Assembly, installation and repair of household appliances	Home Maintenance
84_	Painting, plastering and related occupations	Home Maintenance
86_	Construction occupations, n.e.c.	Home Maintenance

MISCELLANEOUS

913	Passenger transportation occupations, n.e.c.	Transportation
915	Automobile Service Attendants	Transportation
960	Motion picture projectionists	Library Assistant; Museum Assistant
962	Occupations in motion picture and television, n.e.c.	Performing Arts
970	Artwork occupations	Artist
971	Photoengraving occupations	Artist
972	Lithographers	Artist
976	Darkroom occupations	Artist
977	Bookbinders	Library Assistant